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ABSTRACT

This is a narrative report of an institute held at Oklahoma State University from June 14 to June 26, 1970. The program outlined herein was designed to provide library specialists and educational media specialists with an educational growth experience which would help them meet the challenges and changes that need to be made in their educational systems to implement a unified program of library and audio-visual services. Library specialists and educational media specialists have had separate institute and workshop experiences in the past; however, an opportunity for them to participate as a team in a continuing education program such as this institute has rarely been provided. This institute was designed with the understanding of one another's problems and fields as a major step toward developing cooperation between them. A list of participants and the program are included. (Author/SG)

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NARRATIVE REPORT ON THE

INSTITUTE FOR

IMPLEMENTING SCHOOL MEDIA STANDARDS FOR A UNIFIED PROGRAM IN LIBRARY AND MEDIA SERVICES

AT

OKLAHOMA STATE UNIVERSITY
STILLWATER, OKLAHOMA 74074

JUNE 14, 1970 to JUNE 26, 1970

SUBMITTED BY

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I. INTRODUCTION

The urgency for quality education supported by a school media center that meets the philosophical and materialistic goals of the School Media Standards has been substantiated by parents, educators, and government officials.

Parents in school systems having school media centers; such as, Unified School Districts of Newton and Topeka, Kansas, and the Montgomery County, Maryland, schools have given substantial evidence of their support and quest for quality education for their children by providing several thousand hours yearly of voluntary clerical service to establish and operate school media centers.

Dr. Frances Henne, Columbia University School of Library Science, points to the School Media Standards as... "the best aid (to) schools in implementing their instructional programs. The standards are designed for schools seeking to give young people quality education."[1] The development of joint standards by state library and educational media leaders indicates acceptance of the chief objectives in the Standards for developing media centers with a full range of materials and accompanying services representing a unified program involving both audio-visual and printed resources with a single administrative organization staffed by competent specialists.

Cooperation of state audio-visual and library professional organizations has resulted in statewide workshops for both library and media specialists in states such as Kansas and North Carolina. These one-day workshops indicate recognition of the need for forming a partnership of library specialists and educational media specialists. Robert Case, Director of the School Library Manpower Project, recently referred to the need for supportive personnel...."Educators are seeking new ways to more effectively utilize librarians by supporting their roles with a variety of specialists, technicians, aids, and additional support personnel."[2]

However, supportive personnel is only a substitute while waiting for the formation of a qualified library specialist and an educational media specialist. School

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[1]Carolyn Whiteneck. "And the Beat Goes On", School Libraries XVIII, (Spring, 1968), 7.
[2]Robert Case. "Criteria of Excellence Checklist", School Libraries XVIII (Spring, 1969), 43.

officials with media centers often rely upon the librarian to become qualified in educational media since trained specialists for educational media are in scarce supply.

Often the person assigned to coordinating the educational media program is poorly trained and becomes only an organizer of film rental lists, inventories, and repairs for equipment. For a media center that provides the supportive beams for the quality educational program a qualified educational specialist is needed. Dr. West of the U.S. Office of Education identifies this frequently missing specialist in the vital services and resources of educational media centers as one who "makes it possible for the teacher to employ the best elements of our technological (man-machine-space-time-process) advances."[3]

The Library Education staff at Oklahoma State University, recognizing that an operative partnership of trained personnel is essential to the success of each school in implementing standards to improve programs and services, established the furthering of this cooperation as the principal objective for the institute.

The program outlined herein was designed to provide library specialists and educational media specialists with an educational growth experience which would help them meet the challenges and changes that need to be made in their educational systems to implement a unified program of library and audio-visual services. Library specialists and educational media specialists have had separate institute and workshop experiences in the past; however, an opportunity for them to participate as a team in a continuing education program such as this institute has rarely been provided. This institute was designed with the understanding of one anothers problems and fields as a major step toward developing cooperation between them.

Oklahoma State University with an enrollment of 17,000 was well suited to offer this program for formulating and administering a cooperative implementation program. The department of library education and the department of audio-visual education in the College of Education have programs certifying school librarians and pre-professional library programs and audio-visual specialists. Both departments work cooperatively in their certification programs with students crossing over to the other department for credit hours. Faculty personnel in both departments have been engaged in leadership roles in developing unified certification standards for Oklahoma.

3L. Clinton West. "A New Partnership is Needed", School Libraries XVIII (Winter, 1969), 31.

With the University located centrally to the states to which preference was given in recruitment and selection, the geographical location was ideal.

The participants were housed in modern air-conditioned dormitories in quarters that made it possible for the teammates to meet and confer within these facilities as well as at the Institute quarters. All Institute meetings on campus were held in a specially equipped room on the first floor of the University Library. Recreational facilities for the participants on campus included bowling, swimming, tennis, summer concerts and theater productions and the facilities of two nearby lakes.

A. Objectives of the Institute.

The following behavioral objectives were designed for the Institute to increase the participants' proficiency as an operative partnership in implementing the Standards for a Unified Program of Library and Media Services.

1. To understand that a dynamic school media center requires careful planning, cooperation, and leadership in order that changes will result in progress.

2. To demonstrate an understanding of their partnership role in providing services for quality education.

3. To define the areas of responsibility of these two professionals, the library specialist and the educational media specialist, and other staff of the media center.

4. To view their positions in that school system as supportive and basic to changes made toward quality education.

5. To develop attitudes toward successful planning and implementation of school media programs.

6. To evaluate educational media standards on the basis of principles of good selection, organization, and utilization.

7. To demonstrate the full utilization in all areas of the curriculum of the materials and media available.

8. To demonstrate a knowledge of facilities and equipment that provide for effective organization and utilization.

9. To be able to provide their administrative officers with a comprehensive practical program for implementing the standards in that school system.

B. Participants

The program was designed for thirty applicants from fifteen school systems. There were two applicants from each school system represented; one applicant was a librarian assigned to a building or system library service; one applicant was assigned to educational media (audio-visual) service at a building or system level. The list of participants is included in Appendix E.

C. Administrative Staff

1. Director - Dr. Roscoe Rouse - Professor; Director, University Library; Head, Library Education. Education: University of Oklahoma, B.A., M.A. (English); University of Michigan, M.A. (Library Science), Ph.D.; Rutgers University, Grolier Scholar. Professional experience: Assistant Librarian, Northeastern State College, Tahlequah, Oklahoma; Acting Librarian, Northeastern State College; Head, Circulation Department, Baylor University Library; University Librarian, Baylor University; Director of Libraries, State University of New York at Stony Brook; Director of the Library and Chairman, Department of Library Education, Oklahoma State University; Visiting Professor, University of Oklahoma School of Library Science; Visiting Professor, North Texas State University, Department of Library Science. Dr. Rouse acted as advisor and consultant for institute sessions, and held final responsibility for selection of participants.

2. Associate Director - Mrs. Neysa Eberhard - Assistant Professor, Head, Curriculum Materials Laboratory. Education: Kansas State Teachers' College, B.S., M.L.S.Ed.; Morgan State College and Oklahoma State University, graduate work. Professional experience: Supervisor of Library and Media Services, Unified School District 373, Newton, Kansas. High school librarian, elementary school librarian, high school English instructor, Peabody and Marian, Kansas. Head, Curriculum Materials Laboratory, Oklahoma State University, 1969-date. Mrs. Eberhard acted as liaison officer between the institute and the U.S. Office of Education. She has been responsible for the planning and staffing of the institute and for the publicity to applicants. She served as administrative director of the institute from June 8 to July 3, 1970.

3. Secretary - Carol Stookey - Duties: Responsibility for correspondence, establishment of filing system, arrangements on campus for participants, general office responsibility, supervision of clerical help, assistant in preparation of final report.

PROGRAM AT A GLANCE

FIRST WEEK	Monday June 15	Tuesday June 16	Wednesday June 17	Thursday June 18	Friday June 19
8:30-Noon	TARGET 1970's -- Proceed to Success	THE UNIFIED PROGRAM -- State and National Headway	Unified Programs That Tell the Program	Setting Standards for Selection and Utilization	Field Trip to Assess Unified Programs in the Wichita, Kansas Public Schools.
1:30-2:30 p.m.	INTERACTION SESSIONS				
3:00-4:30 p.m.	Participants Practicum Plans & Purposes	Evaluation of Current Services	Planning Programs and Services	Establishing Policies	

SECOND WEEK	Monday June 22	Tuesday June 23	Wednesday June 24	Thursday June 25	Friday June 26
8:30- Noon	Applying Selection Criteria	Media Center Facilities New & Renewed	Field Trip To View	Planning for Action and Change	Countdown for Implementation Proposals
1:30-2:30 p.m.	Processing and Administering For Service	Interaction Session	Equipment & Facilities at	Interaction Session	Summation of Conference
3:00-4:30 p.m.	Participants Practicum	Participants Practicum	Norman and Oklahoma City.	Participants Practicum	Dismissal

D. Program - The formal program is detailed in the description of the sessions as well as in the Program at a Glance beginning on the following pages.

PROGRAM

Sunday, June 14
7:30-9:00 p.m.

Informal social hour.
Participants, staff, and faculty from the College of Education and Department of Library Education met informally to "break the ice" and develop a camaraderie and initial "togetherness" as a stimulus toward the cooperation and unified interaction that was to take place during the Institute.

Monday, June 15
8:30

Institute Forecast by Director.
Keynote Address-- "I Have, God Knows, An Ample Field to Plow." Michael Printz.
Content: A discussion of the challenges that librarians must meet in the current revolution for educational excellence. This revolution calls upon our creativeness, intelligence, awareness, and academic leadership as never before. Time will be spent suggesting ways that can provide this leadership in various areas of the curriculum indicating the resourcefulness needed to meet the demands on the library budgets, facilities, collections and staff.

10:30

"A School Administrator Speaks Out."
Lawrence McGovern.
Content: What do administrators expect and want from librarians and media specialists? A new image of themselves and their media centers. Innovations and ideas. Cooperation with staff, action, and change.

11:30

Orientation to Interaction Session:
Selected group of participants meet with Dr. B.W. Wolfe for briefing. Remaining participants spend time in reviewing materials in packets.

1:30

Interaction Session, Dr. B.W. Wolfe, Director.
Staff and participants seated in a circle in the lounging area question and react with the morning speakers and staff members.

3:00

Practicum Session, Thelma Jones, Director
This session will be a planning and discussion period for team participants to discuss plans and purposes and directions of the team's cooperatively developed unified program as an outcome of the Institute.

Coffee breaks daily at 10:00-10:30 and at 2:00-2:30.
Luncheon daily at 12:00-1:30.

Tuesday, June 16

8:30 "Expressway or Country Road Toward National Standards." Roberta Young.
Content: A view of the Standards with their fresh perspectives, concerns, understanding of terminology, and impact. Need for re-training of personnel, revamping of job descriptions, and new image.

10:30 "State Departments of Education--Implementation of Standards and Certification." Elizabeth Geis
Content: Background of state media personnel in involvement with Standards. Summary of states' development toward unification of Standards. Report on Oklahoma's progress.
"A Survey of Represented States."
Content: Reports given by participants and staff on action being taken in seven states represented.

11:30 Interaction Session, Dr. B.W. Wolfe, Director.
Content: Participants and staff to discuss need for unification and cooperation of library specialists and educational media specialists, how to develop understanding and communication.

1:30 Report on School Library Manpower Project. Roberta Young.
Content: Current status of progress in the School Library Manpower project funded by the Knapp Foundation. Forecast of Phase II and the development of experimental programs.

3:00 Practicum Session. Thelma Jones, Director.
Staff meeting with teams to evaluate present services and programs and finalize direction of planned project.

Wednesday, June 17

8:30 "Teacher-Learning Experiences of Disadvantaged Children." Carrie Robinson.
Content: Basic problems of disadvantaged children; how they came to be; some findings incident to educational programs for disadvantaged children; and continued search for solutions to the problems explored.

Wednesday, June 17 (Continued) 10:30	"The Happening--'A Live Center.'" Ruth Moline. Content: Services and program of an educational service unit to children and teachers; planning equipment and facilities for programs in Missouri and Nebraska, commitment of librarian and audio-visual specialists to bringing about program and service.
1:30	Interaction Session. Dr. B.W. Wolfe, Director. Staff and participants interact, discuss, prod concerning issues of the morning session.
3:00	Practicum Session. Thelma Jones, Director. Projection of plans for the unified program with staff as consultants.
Thursday, June 18 8:30	"Selection and Utilization for a Live Center." Ruth Moline. Content: Effective teaching materials, sources for them, production know-how, workable ideas in making, developing, and utilizing materials.
1:30	Interaction Session. Dr. B.W. Wolfe, Director. To be devoted to problems of censorship in the schools, methods of preventing problems, and handling them when the problems are encountered. Survey of situations in Wichita and Oklahoma City.
3:00	Practicum Session. Thelma Jones, Director. Establishment and application of selection policies with materials available for preview. Evaluation by participants of materials developed about ethnic groups, ecology.
Friday, June 19 7:00 a.m.	Field trip to Wichita to assess programs in demonstration elementary library, instructional materials center, technical processing center.
9:30	Stearman Elementary School
11:30	Lunch
1:30	One-half of group to Technical Processing One-half of group to Instructional Materials Center.
2:30	Groups change for tours of Technical Processing and Instructional Materials Center.

Monday, June 22 8:30	"Media for the Schools of the Seventies." Dr. Larry Alexander. Content: Define and discuss the role of media in the seventies. Explain that media of instruction are for the students to use; therefore, instruction should be personalized. Discuss the storage of non-book materials in the instructional materials center of the seventies with concentration on ease for student use rather than ease for storing or cataloging. Use of slides of new storage facilities for illustration.
10:30	"Basic Processing Procedures for Non-Print Materials." Marie Chaney. Content: Necessity for processing different kinds of media, procedures and principals followed. Reference to manuals for participants use. Procedures will include classification, making of catalog cards, marking and circulating media, and suggestions for reports and records. Materials for distribution include selected materials from manuals and manuals for processing non-print materials.
11:30	Interaction Session. Marshall Macy, Director Participant and morning staff lecturers interact to contents of morning presentations.
1:30	"Administering Closed Circuit Distribution." Marshall Macy. Content: Planning program, writing of specifications, procedures for working with architects, evaluating equipment and facilities in pre-planning stage. Emphasis upon pre-planning, revising for quality and service of the media center.
	"Administering Materials at the Systems Level." Rubye Downs. Content: Procedures and policies that have worked in a system-wide program.
3:00	Practicum. Thelma Jones, Director. Conferences with teammates and writing drafts.
Tuesday, June 23 8:30	"Facilities of the School Media Center." Cora Bomar. Content: Focus on planning and designing facilities to accomodate an effective school

Tuesday, June 23 (Continued)

media center; function of the architect or professional educational planner; effective utilization of school media facilities; and facilities; and techniques for critiqueing adequacy and appropriateness of school media facilities.
Descriptions of existing and project school media facilities will be used to illustrate points covered in the address.

10:30 "Planning and Implementing Media Centers."
New Facilities From the Ground Up for the Junior College. Marshall Macy.
Andover and Bancroft Award Winners in Mass. Betsy Sheeran.
Use of slides of the three facilities discussed with running commentary by the presenters.

1:30 Interaction Session. Marshall Macy, Director.
Participants and Miss Bomar in a discussion of problem solving in regard to facilities remodeling and new construction.

3:00 Practicum Session. Thelma Jones, Director.
Participants continue to work on drafts.
Free choice trip to Oklahoma Christian College Library facilities.

Wednesday, June 24
7:30 Field trip to Norman and Oklahoma City.

9:00 Visit John F. Kennedy School, Norman.

11:30 Lunch

1:00 Curriculum Media Center, tour of facilities, Oklahoma City Public Schools.

2:00 Tour of Oklahoma City Public Schools Broadcasting Center.

3:00 Harding Junior High School Media Center, Oklahoma City.

Thursday, June 25
8:30 "Planning for Action and Change."
Dr. J.A. Kinder.
Content: A discussion of the decision-making process and the ways that it can be influenced and directed by staff.
Important criteria to follow in preparing

Thursday, June 25 (Continued)
and presenting plans to administrative staff and Boards of Education.

10:30 — Practicum Session. Thelma Jones, Director.
Completion of written projects.
Free choice tour of the television studios on campus.
Previewing of materials.
Free choice tour to Oral Roberts University dial retrieval system.

7:00 — Picnic for participants and staff.

Friday, June 26
9:00 — Swap Shop: Each team alloted ten minutes to summarize written project.

11:00 — Self-grading for Institute credit.
Complete written evaluation forms.

12:00 — Bon Voyage Luncheon.

1:00 — Fish Bowl--On-the-spot evaluation of the Institute with Marshall Macy, Thelma Jones, and Neysa Eberhard in the "bowl".

II. EVALUATION

A. Administration

Pre-Institute Preparations.

Inquiries. Inquiries regarding the Institute began arriving in early February. As soon as approval was received from USOE, brochures and publicity were prepared. News releases and the brochure are included in Appendix A and B. Brochures and the cover letters went out during the week of February 23rd. A summary of contact sources is in Appendix A. Applications and instructions regarding the completion and requirements were mailed to applicants upon receipt of the request form enclosed in the brochure. Since we required that two people from a school system apply, this procedure made the mailing of dual applications to potential teammates most feasible.

During the last week in March, completed applications began to arrive. With the necessity of having a teammate, substantial correspondence with regard to this criteria was necessary. Other letters regarding potential applicants who did not meet the criteria

were handled on an individual basis. Prompt handling of requests and personalization of replies for qualified and unqualified potential applicants insured better public relations.

Application Procedures. Upon receipt of the formal request for application, applications were forwarded with other forms, criteria for selection, and a check sheet of information. The deadline dates were as follows:

Application forms; postmarked by April 15.
Letters of notification for appointees; postmarked on April 24.

Letters of notification for those placed on alternate list; postmarked on April 24.
Letters of notification to those who were not appointed; postmarked on April 24.

Copies of the forms and these letters are in Appendix C & D.

Letters of acceptance were to be postmarked by May 1.
Notification to alternates was made May 6.

The Institute was scheduled for June 14 to June 26.

Instructional Planning and Staffing. With the arrival of notification, all who had tentatively accepted appointment as guest lecturers, consultants, and instructors were immediately notified. Circumstances of a personal nature made it necessary to make changes in two guest lecturers, one full-time instructor, and two consultants. The Associate Director began corresponding and meeting with instructional staff as early as February in preparing for the Institute. Full programming with instructions and scope of the Institute were sent to all instructional staff members a month in advance of the Institute. However, assignments of individual responsibility were made clear in the initial contact before the application was submitted or in the case of replacements during the telephone calls to them requesting their services.

Through a local travel agent and the local Frontier Airlines office, the best possible flight schedules were developed and sent to the guest lecturers for their convenience.

During the week prior to the Institute, the two full-time instructors for the Institute met with the Associate Director for final orientation and planning.

Minor changes were made in the daily programs as these three interacted. Since we changed one instructor during the second week, we followed this same procedure on the weekend prior to the second week. The daily briefing sessions (schedule in Appendix C) were also a source of daily replanning to fit the needs apparent for the group.

Instructional Materials. Instructional materials were selected for the Institute from early February through the final planning. A copy of the Standards for School Media Programs with other information (included in Appendix D) was sent to the applicants on May 22 as "homework" before coming to the Institute.

Individual packets of study materials were prepared for the Institute participants as a means of facilitating the large amount of material they would need to cover in such a short time. In addition, another large packet of "free" materials was provided for them with catalogs, materials from Educational Facilities Laboratories, and other miscellaneous informational material.

The content of these packets and the Institute Library is included in the "Required Reading" list in Appendix G. In addition, multiple copies of materials and aduio-visual materials for previewing were available in the Institute Library.

Relations with the USOE and Oklahoma State University. The instructions issued by the U.S. Office of Education were explicit and helpful. The staff was most helpful and courteous during the occasions in which it was necessary to clarify issues by telephone or letter. Telephoning was considerably a more efficient means of communication than letters. Staff members of the College of Education and in the office of Internal Audit were most cooperative in facilitating preparations and operations for the Institute. With cooperation of this kind, it was possible to expedite the work of the Institute.

B. Participants

Eligibility for Admission to the Institute. Thirty applicants were selected from public school systems as there were no qualified applications to consider from private schools K-12. The following was the criteria for selection:

To be eligible for this institute there must be two applicants from a school system: one applicant a qualified librarian assigned to building or systems

library service; one applicant assigned as an educational media specialist at a building or systems level.

In addition, both applicants must have the following:

a) a Bachelor's degree from an accredited college or university,
b) an official transcript of all college work that includes at least 2 semester hours of educational media,
c) evidence of employment in the school system represented for the school year 1970-71 with assignment as a library specialist or educational media specialist,
d) two letters of recommendation, including one from the applicant's current administrator,
e) a willingness to plan cooperatively an implementation program of School Media Standards for the school system represented.

Evidence of the library specialist making satisfactory progress toward meeting standards as established by state and regional accrediting agencies. Evidence of the educational media specialist through experience or training of working toward this specialization.

Orientation. Pre-institute homework was referred to previously and was a part of the orientation program. The initial social event on the Sunday evening before the Institute sessions was for the purpose of developing a good take-off rapport among the participants and staff. We aimed for the development of this rapport early in order to facilitate the cooperation between the library specialists and the media specialists. A continuation of the development of this was made throughout the Institute.

Interpersonal Relations. Effecting a tone of togetherness was important to the success of this Institute for some of the teams had very little personal contact with one another in their working situations. To continue to develop good feeling, evening social events with the staff were provided through dining together on a free choice basis as well as through the daily coffee breaks and luncheons. The development of the good rapport between staff and participants was most effective and beneficial to the Institute output. The dorm facilities where all Institute members were living in the same area helped in that meeting together was physically more convenient. The Institute headquarters were open for use until midnight each day with typewriters and materials readily available for the teams to work on projects.

Another aspect apparent after the selections were made was the wide diversity of experience among the group. Utilization of the experiences of the group was made possible throughout the Institute by allowing time for "show and tell" periods. The staff encouraged much group sharing and interaction among the participants.

C. Physical Facilities

Classroom Quarters. A large room in the University Library provided ample space for the Institute headquarters. The room was divided into two main areas and several sub-areas. One end of the room was arranged with tables in a U shape for lectures. The other end of the room contained lounging furniture arranged for the daily group interaction sessions and for lounging and study. Adjacent to this was the library of print and non-print materials with equipment for utilizing the non-print materials. Typewriters were located in alcoves along the south end of the room with work areas and tables conveniently located near them. Other alcoves on the north provided table areas for meetings and planning of the teammates and consultive staff. Screens, projection equipment, and a portable P.A. system were available for the use of the instructors and guest lecturers. The key to these quarters was available to participants from 7:00 a.m. to midnight when the Institute sessions were not in progress.

Living quarters. The dormitory facilities, referred to previously, were located in one of the new high-rise dormitory complexes on the campus. Members could have breakfast at a near-by dormitory or at the Student Union. Luncheon was eaten with the group at the Student Union, daily. Dinners were planned at various dining places in Stillwater by the social committee of participants and staff.

D. Participants Purposes and Objectives.

A statement of the objectives which the participants had in applying for the Institute was a means of selection and direction for the Institute. Selected quotations from sets of applications are quoted below:

> "Two objectives are to try to bring standards in line with the needs and requirements of today's educational goals and to coordinate standards for the school library and its audio-visual program.
>
> We hope to get assistance in accelerating and improving services in library and media."

"Our school is in the process of revising curriculum and defining philosophy. This revision will involve a change from the traditional concept of libraries to that of Instructional Media Centers. I have had a great deal of training in administration and organization of print material, however, with the expanded concept of IMC I feel a need for additional training in this area. The description of the institute indicates that there will be information given which will help in the planning of an IMC."

"I have long been interested in the instructional materials center concept. My principal shares my dream of one unit to serve the needs of the students and teachers of our school.

We are working toward that goal; however, I feel the need for additional training in the possibilities of converting from the two-department system we now have to the one-unit system. Discussion with others in the field, and observation of centers already in operation should be a great help."

"The school where I work has a project in which the library and audio-visual center will work as a resource center. The Deparment of Education needs trained personnel for this program."

"To learn how other media specialists are coping with problems that confront us in our operation of media service."

"So many new ideas are generated daily in the audiovisual field, that one must constantly be on the alert, open-minded, and ambitious to learn. We are limited in personnel in our school district and as such, I must keep abreast of new trends and methods in order to do my job satisfactorily. This institute would help me locally on my job, reinforce my knowledge for teaching at other institutions and workshops with librarians and students in my own school district and other districts. The sharing of ideas and active participation that can only be derived from the described institute would greatly enhance my ability to be a better leader."

"I am charged with the responsibilities of establishing library resource centers in each of the schools but on a budget that makes a real credibility gap.

Three of the schools have modular scheduling and have shown the need to support the new standards to make the program a success. I need help!!!"

"During the Institute we would like to prepare a document which will contain realistic and frank calculations and facts which will serve as the groundwork for implementing the School Media Standards locally and regionally."

"Through this institute, I hope to learn the techniques and procedures of organizing a media center on a more progressive order to better serve the student's needs. Realizing that we are behind times and that we should not waste another year before putting into use these new standards, I apply for this institute to prepare myself for this job."

"The base has been laid and now we must start building. The time, two weeks of concentrated work, would be beneficial for the entire school system as well as for neighboring systems who may need help with their five-year plans. We are lagging; we really have some 'catching-up' to do!"

"We are converting our library set-up to a media center in our school and I feel the experience gained in the Institute will be most helpful. This conversion is quite a challenge and I need help!!"

E. Program

Schedule. The daily schedule of sessions, three hours in the morning and two and a half hours in the afternoon, provided ample time for lectures, interaction groups, and directed practicum time. Evening sessions were not scheduled; but as has been referred to previously, the headquarters were used for teammate planning and for study. No evening work was scheduled. Concern of the staff was the need for adequate time for plan development and study; however, this did not present a problem. The development of cooperative plans of implementation went faster than the staff anticipated. This is probably due to two factors: the pre-Institute orientation of the teams and the interest and concern of the participants to complete the project in the time alloted.

Instruction Methodology. The use of outstanding guest lecturers whose expertise in the areas to be covered was a capsule device to bring the best in the shortest space of time. Each lecturer was involved in an interaction session in which participants and staff delved into problems of personal-professional concern. These sessions were most effective. The guest lecturers served as consultants to participants during the practicum for individual problems. Because flight schedules required many to leave or stay over another night, this consultive service was not consistent. However, two instructors were always available as well as the Associate Director; all of whom had experience in unified programs.

Staff. The full-time staff consisted of an experienced school library supervisor as Associate Director, a school media services coordinator as instructor, and two educational media specialists experienced in system planning and coordination. The guest lecturers were pre-selected to fit the program for their expertise in the areas of assigned responsibility. These lecturers, who are nationally recognized, provided the participants with an opportunity to hear and meet authorities they would not normally have the opportunity to hear. This was a distinctive feature of the Institute. Consultants for field trips and specialized areas were a third feature. The use of librarians, audio-visual specialists, and two school administrators for staffing was a device to involve both fields represented.

Content. The content is summarized in the program on pages 6-11. An extension of time would have provided for better assimilation through discussion of field trips and readings. Viewing facilities was apparently an aspect that participants wanted more of; therefore, a longer Institute could have provided more field trips.

Use of Materials. The extensive reading and viewing bibliography is in Appendix G. Reprints of the articles were distributed to the participants; many of whom will be using these in implementation of their programs. Many lecturers referred to additional materials that the participants added to their bibliographies. The non-print materials available were used on a free choice basis. However, 16mm films were often scheduled at a time when participants could view them as a group. Evaluation of materials in social problem areas was a practicum activity. Slides, transparencies, films and sound filmstrips were used by lecturers extensively. The non-print materials used for instruction have been placed in the University Library Library Science permanent collection along with the print materials. Bibliographic information regarding these is in Appendix

G. Slides and tapes produced for instruction by a lecturer are not included in the bibliography; however, they have been added to the permanent collection of library science materials, too.

F. Evaluations.

Sources of Evaluation. Participants, guest lecturers, and instructors were sources of evaluation of the Institute. During the Institute at the daily briefing sessions the evaluation of the effects and the needs of the group were made. The briefing sessions included the Associate Director, the instructors, guest lecturers from that day and those coming in for the next day, and on occasion participants. A full-scope evaluation was made with a written instrument and an oral instrument at the conclusion of the Institute.

Evaluations by participants. The written evaluation instrument was constructed to survey the total impact of the Institute with a quantitative analysis with opportunity for comment. The oral instrument was a session planned for the conclusion of the Institute. In order that both instruments would permit open-minded and objective evaluation and comment, the participants determined their own grade for credit before filling out the written evaluation form or participating in the "fish bowl" oral evaluation.

Sufficient time was provided for filling out the written evaluation before the lunch break. Preparation for the "fish bowl" evaluation involved the staff selecting a few participants for a briefing. Selection involved: one who had voiced some objections about the content of the Institute to the staff, an administrator who was a school principal with audio-visual responsibility, his librarian, and a participant who had not been very verbal during interaction sessions. They were oriented to the objectives, the roles they would establish to kick off the session, and assured that we sought and needed adverse and converse evaluation comments.

The written instrument follows with the quantitative data. One participant was called away the night before the final session; therefore, only 29 participants evaluated the Institute. Since this instrument was anonymous, we made no attempt to secure one from this participant by mail.

Summary of Evaluations

PROCEDURES:

1. Rank the sessions and activities according to those most to least helpful using the following scale:

   1. most helpful
   2. helpful
   3. very little help

Guest lecturers 1) 18 2) 8 3) 2 1 all three
Comments:

Interaction sessions 1) 16 2) 12 3) 1
Comments:

Practicum 1) 13 2) 12 3) 3 1 no comment
Comments:

Field trips 1) 26 2) 3 3) ____
Comments:

Scheduled social activities (reception, coffee breaks, luncheons.)

1) 17 2) 11 3) 1

Comments:

Free choice social activities (dinners, picnic)

1) 13 2) 13 3) 3

Comments:

2. Should the Institute have been planned for more, the same, less than two weeks?

   5 more 21 same 2 less 1 no answer

3. In terms of contributing to the purpose of the Institute, how were the following accomodations and facilities?

a. Meeting place for lecturers around tables.

20 very adequate 9 adequate _____inadequate

_____very inadequate

b. Meeting place for interaction sessions with lounging area grouping.

23 very adequate 6 adequate _____inadequate

_____very inadequate

c. Facilities for working in practicum on planned program.

19 very adequate 10 adequate _____inadequate

_____very inadequate

d. Facilities for reserach and study.

17 very adequate 12 adequate _____inadequate

_____very inadequate

e. Materials for previewing

13 very adequate 14 adequate 2 inadequate

_____very inadequate

f. Housing

17 very adequate 12 adequate _____inadequate

_____very inadequate

g. Food

17 very adequate 12 adequate _____inadequate

_____very inadequate

4. How democratic was the atmosphere and procedures of the Institute.

_____not at all 1 slightly 14 a good deal

14 completely

5. Did the interaction sessions correspond to real problems in which you were concerned?

____not at all _1_ slightly _21_ a good deal

_7_ completely

6. Did the practicum provide for a realistic plan of cooperative action in your school?

____not at all _1_ slightly _22_ a good deal

_6_ completely

7. Do you feel the Institute should have

a. fewer lecturers

_9_ yes _9_ no _10_ same 1 no answer

b. more time spent in individual research

_6_ yes _9_ no _14_ same

c. more time for individual conferences with staff members

_10_ yes _5_ no _14_ same

OUTCOMES:

1. On the basis of your conversations with the participants do you feel the Institute contributed to a better understanding between audio-visual specialists and librarians?

____very little _1_ slightly _10_ a good deal

_18_ very much

2. Did the Institute achieve the objective of a cooperatively developed plan for unified audio-visual and library services?

____not at all ____slightly _19_ a good deal

_10_ completely

INDIVIDUAL:

1. To what degree did the Institute help me in terms of my own work?

____not at all _1_ slightly _23_ a good deal

_5_ completely

2. To what extent have I participated in the following:

a. interaction sessions

3 little 21 some 5 much

b. working with my teammate on plan

____ little 5 some 24 much

c. readings

2 little 13 some 14 much

3. Have I become more familiar with the programs and problems of the other professionals in the other field (library or AV) (AV or Library)?

____ little 2 some 27 much

4. Am I better able to plan for action in my media center program?

____ little 2 some 27 much

GENERAL COMMENTS ON THE INSTITUTE AS A WHOLE.

The written and oral comments represent over 5000 words; therefore, those representative comments of consistently revealed opinions from both the written and oral evaluations follows:

PLANNING:

"programmed for progress"
"With all the media materials, our readings, our social and professional communication with the staff members and the groups and vice verse... take all these ideas...educational systems will gain a great deal."
"well planned for a smooth operation"
"good was the relaxed informality of the Institute and the flexibility of the schedule."
"doing something so I would rather have a lab situation and be busy doing and accomplishing."
"...for selecting this group...wonderful job... came up with a good group"
"...of more practical use had it been a three-member team, including one administrator. More understanding of mutual problems could have been achieved."

STAFFING:

"No where again will such pleasant and educated personnel (with speakers and instructors) be pulled together for the same study."

"The balance (library and media) in speakers seemed to be dominated by library and some topics covered were elementary to all of us."

INTERACTION SESSIONS:

"All participants felt free to comment, interact, and work for the promotion and understanding of a unified program.

PRACTICUM:

"90 per cent of our time in the meeting room should have been this."

"Did not really need the practicum sessions to complete project."

"had our plan set...used time for typing and planning between ourselves."

FIELD TRIPS:

"met more of my needs than any other method."

"A follow up on all field trips would have real merit."

"too many facilities in one day...need to visit more high school facilities."

"divide into smaller groups...pre-prepare the people in those media centers to let us have hands on and converse about what's good and what's lousy about that particular piece of gear."

"sharing of ideas from personnel on field trips could not have been better."

"should have been more time for more representation of OSU campus facilities."

OBJECTIVES:

"We were going down two parallel roads as a materials center director and as a librarian. He took care of his business and I took care of my business. ...I think that we have now united our forces and we're going down the same road hand in hand...and take hands with our principal and the three of us go down together."

"Institute gave a broader scope of comprehension of the problems that not only face me in my situation but confront other media personnel as well."

"The greatest barrier breaker between librarians and AV people that could have been dreamed up. It will make unification so much easier and by cooperation we will all go farther faster in serving our students and staff."

Staff conclusions. The full-time instructional staff evaluated the Institute with the behavorial objectives from the "Plan of Operation" as criteria of assessment through their direct contact with the participants and reading of the written projects, and observations. A summary of their evaluations follows:

1. "To understand that a dynamic school media center requires careful planning, cooperation, and leadership in order that changes will result in progress."

2. "To demonstrate an understanding of their partnership role in providing services for quality education."

The majority of participants through comments indicated an improved understanding of the need for careful planning and cooperation to provide services for quality education.

3. "To define the areas of responsibility of these two professionals, the library specialist and the educational media specialist, and other staff of the media center."

Some understanding of definition of responsibility of roles was observed; however, evidence of this definition in their written project was not evident.

4. "To view their positions in that school system as supportive and basic to changes made toward quality education."

Little evidence was apparent that the role of these two persons in a school system was supportive and basic to changes toward quality education.

5. "To develop attitudes toward successful planning and implementation of school media programs."

6. "To evaluate educational media standards on the basis of principles of good selection, organization, and utilization."

Strong evidence was apparent regarding their responsibility toward successful planning and implementation of media programs and the importance of comprehensive and well-selected collections of media materials.

7. "To demonstrate the full utilization in all areas of the curriculum of the materials and media available."

The full utilization of media in all areas of the curriculum was well demonstrated through interaction sessions and the written projects.

8. "To demonstrate a knowledge of facilities and equipment that provide for effective organization and utilization."

The increased knowledge about facilities and equipment was indicated; however, a more comprehensive program about facilities and equipment is needed by the majority of participants.

9. "To be able to provide their administrative officers with a comprehensive practical program for implementing the standards in that school system."

Each team completed a written plan for an implementation program. A few were outstanding; the others have a good foundation from which to develop an instrument that would be an effective communicator to their administrative staff.

G. Culmination: Cooperatively produced plans of implementation.

A culminating activity for the Institute was the development of a local plan for implementing School Media Standards in a Unified Program for the system or unit that they represented. A summary of the main objective of these projects follows:

Great Bend, Kansas
Development of a master shelf list of materials in all of the secondary schools, organize interlibrary loan procedures, and centralize audio-visual equipment services and film rental.

Searcy, Arkansas
Changes in preschool orientation sessions, media center facilities, previewing and selection policies to develop greater involvement and more effective communication with the instructional staff at the high school.

Newton, Kansas
Implementation of the standards through a new centralized Instructional Materials Center that will provide greater utilization of materials and equipment, improve in-service training facilities and services to each of the district's schools.

Tulsa, Oklahoma
Implementation of School Media Standards for one elementary school by converting part of a large cafeteria into a media center.

Winchester, Massachusetts
Establishment of a centralized media center facility which would house the A-V director and library coordinator's offices, provide space for

in-service training, centralized processing, and system-wide materials for circulation in a five-year planned program.

Bartlesville, Oklahoma
Survey and evaluation to ascertain current services and projected needs to develop a plan for facilities and materials to meet the Standards in their high school.

Sapulpa, Oklahoma
Remodeling the existing building to provide a media center for the Junior-Senior High School and organization of the hardware and software that is scattered throughout the building.

Puerto Rico
A program to implement services, to develop new services, and to improve existing services to school personnel and to members of the community in implementation of an Instructional Materials Center.

Clear Lake, Iowa
Major emphasis on a detailed plan for the development and utilization of the filmstrip collections as the first major non-print material to be incorporated into the present library facilities is part of a five-year plan which also includes purchase of additional media, remodeling of library facilities, and revised selection policies and procedures.

Lawton, Oklahoma
Centralizing and cataloging existing media in the high school, adding quality media to the collection, enlarging existing facilities by removing a wall, securing clerical help, and uniting the library and audio-visual services offered.

Guymon, Oklahoma
A new building is part of a 3-year plan for a junior high school. A priority listing of machines, equipment and software and purchase plan for quality equipment and materials.

Dewey, Oklahoma
Development of a philosophy of service for the media center, selection criteria and procedures, and revised standards for a minimum collection for a new elementary media center.

Salina, Kansas

Based on funds available, a systems level plan in which the media coordinator and the media specialist will meet with the building principals to plan each building's implementation program, to provide radio and newspaper coverage of current outstanding programs, to plan cooperatively with PTA groups for community support, and to work with the chief school administrator for a total multi-media program demonstrating what could be accomplished if enough staff and money for materials and equipment is made available over a period not to exceed 5 years.

Cushing, Oklahoma

Revamping the student orientation program to include all media and equipment, by greater staff involvement in developing units of study, development of production facilities and procurement of clerical and media aides.

Kansas City, Missouri

Analysis of needs and functions of additional professional and para-professional staff to provide improved services for library resource centers in an urban system.

III. Conclusions

A. Ratio of Staff to Participants.

The ratio of staff to participants seemed appropriate. The regular staff of the Associate Director and two instructors were able to keep a smooth-running continuity by pulling together the impact and effect of the guest lecturers, who lectured and served as consultants on a one or two-day basis. The selection of full-time instructional staff to include a library specialist and an educational media specialist as well as a woman and a man was important as there were twelve men and eighteen women among the participants.

Even though compensation was made for services, all campus agencies were cooperative and willing to provide special service for the operation of the Institute.

Full cooperation without compensation was given to the Associate Director and the Institute Secretary by the members of the University Library, the Departments of Library Education and Audio-visual Education. Without this staff support, the Institute would not have been the success that the staff believes it was.

Two factors set the tone for human relations of the Institute; the friendly atmosphere of the Oklahoma State University campus and the warmth and excellent rapport among the staff and participants. Communications were greatly improved by the establishment of this meaningful human relationship.

B. Impact.

The knowledge and abilities for developing and implementing action programs in their school units was evident from the participants oral and written comments. Apparent growth was observable throughout the Institute despite its brevity. A continuation of this progress will take place because the interest and concern remained at a high point to the end of the Institute. A new and better relationship between the teammates developed; a factor that in itself can provide for a means to implement the School Media Standards. Although no funds were budgeted for a follow-up Institute, this was suggested by the members themselves through a sharing of what was going on in their systems through a mailing to other participants. This concern and interest for other school systems is a major step toward quality education. The impact is there for each individual and each team. The investment made by the U.S. Office of Education in this Institute was money invested in improved, quality education in fifteen school systems in six states and the territory of Puerto Rico.

C. Recommendations.

An evaluation of the Institute in regard to improvements for another with a similar design and purpose and an assessment of needs for other institutes for similar school systems with recommendations for objectives and directions that future institutes sponsored by the U.S. Office of Education follows:

Factors to Consider in Improvement For An Institute With Similar Objectives.

A ratio of 50-50 of librarians and educational media specialists on the staff with provision for sufficient staff pre-planning.

Extending the Institute to include a three-day field trip assessment of facilities on the elementary level and another on the secondary level.

Inclusion of the school administrator to make a three-member team.

Devote more time to the decision-making process and the importance of the staff and supervisor relationship as a team of professionals.

Individualize the program of instruction on basis of needs of participants.

Apparent Needs of School Systems to Develop Library Programs For Quality Education:

The needs varied extensively among the states represented. Representatives from Oklahoma expressed much concern about the lack of progress toward effective and unified programs in the state, especially for elementary schools. The consistent request to involve administrators in an informative program similar to that of the Institute was from the representatives of Oklahoma and not as apparent in the other six states as a major problem. However, the concern about the lack of "meeting of the minds" of audio-visual personnel and library personnel at the State Department level and in the college and university programs was expressed by all states represented. A communication gap between these specialists exists on a national, state, and local level; therefore, attention to bridging this gap with leadership from the U.S. Office of Education is recommended.

A shortage of personnel to provide programs with impact was universal to the group. The shortage is apparently due to restricted budgets or managerial policy decisions. The use of para-professionals and volunteer help in these school systems has "plugged holes" but restricted the development of programs of library and audio-visual services supportive to quality instructional programs. The role of the para-professional in schools is significant but must be defined so that administrative decision makers use them to release the professional for improved instructional activities and not as professional substitutes. A move from the national level to emphasize the training of para-professionals may further the retardation of the progress of these school systems. Leadership from national and state agencies in the encouragement of unified school media programs with trained professional and supportive para-professional personnel should continue to be a priority.

Programs designed for the disadvantaged was seen only as one arm of an attack among the participants since the recognition that all children in their schools were deprived because of insufficient funds and inadequate materials and services. A guest lecturer who had worked with a disadvantaged school for four years with an abundance of federal funds and then moved to a school

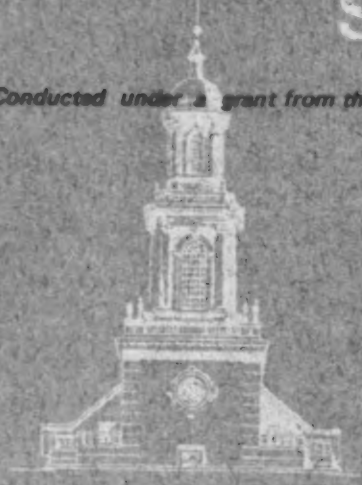
where the students were from affluent and educated backgrounds expressed the issue thus: "The students in this school from affluent neighborhoods are the 'deprived' students. This school doesn't have special programs and funds to provide even the most basic materials for an instructional program."

Consideration of the factor that educational programs must be balanced to needs of all students so that no group is deprived should be a major objective for further institutes.

Title II-B Institute for

Implementing School Media Standards for a Unified Program in Library and Media Services

Conducted under a grant from the U.S. Office of Education



15 Library Specialists
15 Educational Media (Audio-visual) Specialists

OKLAHOMA STATE UNIVERSITY
STILLWATER, OKLAHOMA

JUNE 14-26, 1970

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BROCHURE

Appendix A

Purpose

The new school media standards jointly adopted by ALA and DAVI envision in every school a media center that brings together library and audio-visual services in one integrated unit, staffed and equipped to serve teaching and learning in emerging effectiveness.

The success of merging these two services will be dependent upon the leadership and cooperation of the personnel responsible for these services.

With these factors in mind the faculty of the Department of Library Education of Oklahoma State University planned this institute for library specialists and educational media specialists in the public and non-public schools.

Program

The scope of the program for the institute will offer analysis and application of School Media Standards regarding requirements for the staff, resources, and facilities and standards for personnel, resources, and expenditures.

The institute offers the library specialists and the educational media (audio-visual) specialists two hours graduate credit in Library Science, 4550, Problems in School Library Service, upon completion of their cooperatively developed program for implementation, guided by lecture and consultive services of the lecturers and institute staff. This credit may be used toward certification of library or media specialists.

Criteria for Selection

Thirty participants will be selected from fifteen school systems. There must be two applicants from a school system: One applicant shall be a librarian assigned to building or system library service; one applicant shall be assigned as an educational media (audio-visual) specialist at a building or system level.

Both applicants must have the following: (a) a Bachelor's degree from an accredited college or university, (b) an official transcript of all college work that includes at least 2 semester hours of educational media, (c) evidence of employment in the school system represented for the school year 1970-71 with responsibilities for library service or educational media (audio-visual) service, (d) two letters of recommendation, including one from the applicant's current administrator, (e) a willingness to plan cooperatively an implementation program of the School Media Standards for the school system represented, (f) necessary data provided by the administrator of library and media budgets, inventories, and services upon which the participants can build an implementation program.

The library specialist must show evidence of making satisfactory progress toward meeting standards as established by state and regional accrediting agencies. The educational media (audio-visual) specialist must show evidence through experience or training of working toward this specialization.

Preference will be given to applicants in Oklahoma and its adjacent states of New Mexico, Colorado, Kansas, Missouri, Arkansas, and Texas. T
qualified applica
Applicants will
persons in both p

The applica
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dations, will be
Advising Commit
the Oklahoma St

Facilities

In order th
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day for a double
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participants to ea
meals will be ta
wishes.

Institute ses
on campus will b
room on the fi
Library.

Recreation:
facilities availab
tennis, summer
tions and two
activities will be
pants.

The Program at a Glance

FIRST WEEK	MONDAY June 15	TUESDAY June 16	WEDNESDAY June 17	THU
8:30 a.m. – Noon	TARGET 1970's – THE UNIFIED PROGRAM Proceed to Success	State and National Headway	Unified Programs That Tell the Story	Sett Selec
1:30-2:30 p.m.		INTERACTION SESSIONS		
3:00-4:30 p.m.	PARTICIPANTS PRACTICUM Plans and Purposes	Evaluation of Current Services	Planning Programs & Services	Est

SECOND WEEK	MONDAY June 22	TUESDAY June 23	WEDNESDAY June 24	THU
8:30 a.m. – Noon	Applying Selection Criteria	Media Center Facilities New and Renewed	Field Trip to View Equipment and Facilities at Norman and Oklahoma City.	Planning
1:30-2:30 p.m.	Processing and Administering for Service	Interaction Session		Int
3:00-4:30 p.m.	PARTICIPANTS PRACTICUM			Parti

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BROCHURE

Appendix A

Page 1

The Program at a Glance

FIRST WEEK	MONDAY June 15	TUESDAY June 16	WEDNESDAY June 17	THURSDAY June 18	FRIDAY June 19
8:30 a.m. – Noon	TARGET 1970's – THE UNIFIED PROGRAM Proceed to Success	State and National Headway	Unified Programs That Tell the Story	Setting Standards for Selection & Utilization	Field Trip to Assess Unified Programs in the Wichita, Kansas Public Schools
1:30-2:30 p.m.		INTERACTION SESSIONS			
3:00-4:30 p.m.	PARTICIPANTS PRACTICUM Plans and Purposes	Evaluation of Current Services	Planning Programs & Services	Establishing Policies	

SECOND WEEK	MONDAY June 22	TUESDAY June 23	WEDNESDAY June 24	THURSDAY June 25	FRIDAY June 26
8:30 a.m. – Noon	Applying Selection Criteria	Media Center Facilities New and Renewed	Field Trip to View Equipment and Facilities at Norman and Oklahoma City.	Planning for Action & Change	Countdown for Implementation Proposals
1:30-2:30 p.m.	Processing and Administering for Service	Interaction Session		Interaction Session	Summation of Conference
3:00-4:30 p.m.	PARTICIPANTS PRACTICUM			Participants Practicum	Dismissal

cant shall be a librarian assigned to building or system library service; one applicant shall be assigned as an educational media (audio-visual) specialist at a building or system level.

Both applicants must have the following: (a) a Bachelor's degree from an accredited college or university, (b) an official transcript of all college work that includes at least 2 semester hours of educational media, (c) evidence of employment in the school system represented for the school year 1970-71 with responsibilities for library service or educational media (audio-visual) service, (d) two letters of recommendation, including one from the applicant's current administrator, (e) a willingness to plan cooperatively an implementation program of the School Media Standards for the school system represented, (f) necessary data provided by the administrator of library and media budgets, inventories, and services upon which the participants can build an implementation program.

The library specialist must show evidence of making satisfactory progress toward meeting standards as established by state and regional accrediting agencies. The educational media (audio-visual) specialist must show evidence through experience or training of working toward this specialization.

Preference will be given to applicants in Oklahoma and its adjacent states of New Mexico, Colorado, Kansas, Missouri, Arkansas, and Texas. This does not eliminate any qualified applicants from any other state. Applicants will be solicited from eligible persons in both public and non-public schools.

The applications of all prospective participants, including transcripts and recommendations, will be evaluated by a Selection and Advising Committee composed of members of the Oklahoma State University Staff.

Facilities

In order that participants gain the maximum benefit from the institute, it is expected that they will live on campus. Rooms in air-conditioned dormitories at $3.75 per day for a double room are available. Arrangements will be made for the institute staff and participants to eat together each noon. Other meals will be taken wherever the participant wishes.

Institute sessions: All institute meetings on campus will be held in a specially equipped room on the first floor of the University Library.

Recreation: Among the recreational facilities available are bowling, swimming, tennis, summer concerts and theater productions and two nearby lakes. Group social activities will be planned by staff and participants.

Stipends and Expenses

Stipends at the rate of $75.00 per week plus $15.00 per week for each dependent are provided for each participant while attending the institute. Although participants are exempt from all tuition and other regularly required fees, they must provide for their own travel expense and must furnish necessary books and supplies as well as board and room.

STAFF

Dr. Roscoe Rouse, Director of the Institute, Director of the University Library, Professor and Head of Library Education at Oklahoma State University

Mrs. Neysa Eberhard, Associate Director of the Institute and Head of the Curriculum Materials Laboratory at Oklahoma State University

Mrs. Thelma Jones, Coordinator School Media Services, Oklahoma City, Oklahoma

Mrs. Norma Barnes, Head Librarian, East Central High School, Tulsa, Oklahoma

GUEST LECTURERS

Larry Alexander, Assistant Professor, Department of Audio-Visual Education at Oklahoma State University

Miss Cora Bomar, Assistant Professor in Library Science, School of Education, University of North Carolina

Mrs. Marie Chaney, Cataloging Instructor in Library Education at Oklahoma State University

Mrs. Elizabeth Geis, School Library Supervisor for Oklahoma

Miss Crystal McNally, Coordinator, School Libraries, Wichita Public Unified School District No. 259

Miss Ruth Moline, Director, Audio-Visual Services, Educational Services Unit, Fremont, Nebraska

Michael Printz, Head Librarian, Topeka West High School, Topeka, Kansas

Dr. Charlene Swarthout, Professor in Library Science Education, Assistant Director ESSO Project, Kansas State Teachers College

Dr. Don Waldrip, Superintendent of Schools. Wichita Falls, Texas

Miss Roberta Young, School Library Supervisor for Colorado

CONSULTANTS

B. W. Wolfe, Instructional Media Center Director, Wichita Public Schools.

Mrs. Mildred Laughlin, Librarian, John F. Kennedy School, Norman, Oklahoma

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BROCHURE

Appendix A

NUMBER OF BROCHURES SENT OUT BY STATE

Alabama	11	Montana	11
Alaska	6	Nebraska	17
Arizona	15	Nevada	10
Arkansas	18	New Hampshire	11
California	13	New Jersey	12
Colorado	42	New Mexico	21
Connecticut	12	New York	17
Deleware	11	North Carolina	18
District of Columbia	8	North Dakona	15
Florida	14	Ohio	14
Georgia	13	Oklahoma	832
Hawaii	7	Oregon	12
Idaho	11	Pennsylvania	16
Illinois	18	Puerto Rico	3
Indiana	11	Rhode Island	12
Iowa	15	South Carolina	13
Kansas	50	South Dakota	11
Kentucky	13	Tennessee	15
Louisiana	14	Texas	49
Maine	11	Utah	12
Maryland	19	Vermont	11
Massachusetts	14	Virginia	12
Michigan	13	Washington	12
Minnesota	17	West Virginia	12
Mississippi	25	Wisconsin	20
Missouri	21	Wyoming	16

TOTAL NUMBER OF BROCHURES SENT 1626

Number of inquiries from potential applicants. 167

Number of applications sent to prospective applicants. 158

Number of completed applications returned. 64

Number of first-rank applicants. 46

Number of applicants who were offered admission but declined. 2

Number of selected applicants (participants). 30

Number of dependents claimed by participants. 38

Initial mailing lists:
Oklahoma Superintendents, Librarians, and Library Supervisors.
All States-State School Library Supervisors (
State Audio-Visual Supervisors
Presidents of State Audio-Visual Associations
Library Education Schools with graduate program

APPENDIX B

ERIC User Please Note:

Appendix B material not reproduced here:

Page 1 -"Two-Week Summer Institute Set Her on Library Service" Stillwater News-Press

Page 2

Page 4-Photograph of Institute Participants and Staff

Oklahoma State University
INSTITUTE FOR IMPLEMENTING MEDIA STANDARDS

STILLWATER, OKLAHOMA, 74074
UNIVERSITY LIBRARY
(405) 372-6211, EXT. 206

DATE: June 11, 1970

TO:

FROM: Neysa Eberhard, Associate Director NE

RE: Institute for Implementing Media Standards

N E W S R E L E A S E

(Names of teammates and their schools were inserted and sent to their hometown newspapers.)

were selected to participate with 14 other teams from 6 states and Puerto Rico, in a school library institute at Oklahoma State University, Stillwater, Oklahoma, June 14-26.

To qualify for selection, the participants and their school administrator indicated the intention of developing a program to unify library and media services in their school system.

Lecturers and consultants, outstanding authorities in the fields of school librarianship and audiovisual services, from across the nation will speak at the institute. Field trips are planned to view school library and audiovisual facilities in Wichita, Kansas, Norman and Oklahoma City, Oklahoma.

The institute is sponsored by the Department of Health, Education, and Welfare and is under the directorship of Dr. Roscoe Rouse, OSU librarian and head of library education.

According to Dr. Rouse, "There has been no other attempt made in this kind of experimental venture and the sponsors are enthusiastic about prospects."

FORM LETTERS

1. Letter to state library and audio-visual agencies sent with copies of brochure.

2. Information memoranda to applicants concerning application forms.

3. Letter to applicants confirming completion of forms.

4. Letter to applicants indicating that application forms are incomplete.

5. Letter sent to persons requesting application forms on the day before or the day of the postmark deadline.

6. Letter of denial because deadline for receiving applications had passed.

7. Letter of selection to participants.

8. Letter of selection to alternates.

9. Return letter for alternates wishing to be considered for any opening that might occur.

10. Letter of regret to applicants regarding non-selection.

11. Letter of instruction to participants.

12. Information memoranda to guest lecturers concerning their responsibilities for the institute.

13. Information memoranda to guest lecturers and staff concerning briefing sessions.

14. Information memoranda to guest lecturers regarding travel expenses.

Oklahoma State University

INSTITUTE FOR IMPLEMENTING MEDIA STANDARDS

STILLWATER, OKLAHOMA, 74074
UNIVERSITY LIBRARY
(405) 372-6211, EXT. 206

February 26, 1970

Enclosed are brochures regarding Oklahoma State University's Institute for Implementing the School Media Standards for audio-visual and library personnel. We hope they will facilitate some of the requests made to your office. Requests can be made directly to us.

Thank you for your help in providing information about the Institute. We will look forward to receiving applications from personnel in your state.

Sincerely,

(Mrs.) Neysa Eberhard
Associate Director

NE:cds

Oklahoma State University

INSTITUTE FOR IMPLEMENTING MEDIA STANDARDS

STILLWATER, OKLAHOMA, 74074
UNIVERSITY LIBRARY
(405) 372-6211, EXT. 206

TO: Applicant for Institute for Implementing School Media Standards for a Unified Program in Library and Media Services.

FROM: Dr. Roscoe Rouse, Director RR
Mrs. Neysa Eberhard, Associate Director NE

In reply to your request for an Institute Application Form, we are enclosing the following items:

1) Instructions to Applicant (Lavender)
2) Application for Admission (Canary)
3) Recommendation from Immediate Supervisor (Green)

"Instructions to Applicants" indicates all items that must be submitted for a completed application. Since a set that is not complete will not be considered, use this as a check list.

_____ Application completed and signed.
_____ A copy of complete transcript submitted with application. (This can be a copy you have made. It need not be official.)
_____ Letter of recommendation from second reference submitted separately.
_____ Recommendation from Immediate Supervisor submitted separately.
_____ Teammate's forms completed.

We appreciate your interest in the Institute and await receiving you application and other forms.

Oklahoma State University

INSTITUTE FOR IMPLEMENTING MEDIA STANDARDS

STILLWATER, OKLAHOMA, 74074
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(405) 372-6211, EXT. 206

We are pleased to have received application from you and your teammate for the Title II-B Institute for Implementing School Media Standards for a Unified Program in Library and Media Services. Your forms and references have been completed for consideration by the Selection Committee. Notification to participants will be made on April 24.

Sincerely,

(Mrs.) Neysa Eberhard
Associate Director

NE:cds

Oklahoma State University

INSTITUTE FOR IMPLEMENTING MEDIA STANDARDS

STILLWATER, OKLAHOMA, 74074
UNIVERSITY LIBRARY
(405) 372-6211, EXT. 206

"Instructions to Applicants," which you received with your application forms, indicates all items that must be submitted for a completed application. As of April the following checked items have not been received:

_____ Application completed and signed.
_____ A copy of complete transcript submitted with application.
_____ Letter of recommendation from Immediate Supervisor submitted separately.
_____ Letter of recommendation from second reference submitted separately.
_____ Teammate's forms completed.

We hope you will submit these since a set that is not complete will not be considered.

All forms and letters must be postmarked not later than April 15.

We appreciate your interest in the Institute and await receiving your completed forms.

Sincerely,

Neysa Eberhard

(Mrs.) Neysa Eberhard
Associate Director

Oklahoma State University

INSTITUTE FOR IMPLEMENTING MEDIA STANDARDS

STILLWATER, OKLAHOMA, 74074
UNIVERSITY LIBRARY
(405) 372-6211, EXT. 206

April 15, 1970

Dear

We are pleased that you are interested in our Institute for Implementing School Media Standards. Enclosed are the necessary application forms.

The Selection Committee will make final selection on April 20th. Consideration may be given to your application if it arrives in time. However, applications postmarked by the April 15th deadline will have priority.

Sincerely,

(Mrs.) Neysa Eberhard
Associate Director

Enclosure
NE:cds

[illegible]

Oklahoma State University

INSTITUTE FOR IMPLEMENTING MEDIA STANDARDS

STILLWATER, OKLAHOMA, 74074
UNIVERSITY LIBRARY
(405) 372-6211, EXT 206

We received your inquiry about our Institute for Implementing School Media Standards for a Unified Program of Library and Media Services after April 15th, which was the final date for submitting applications and do appreciate your interest.

We regret that it will not be possible for you to be considered as an applicant.

Sincerely,

Neysa Eberhard

(Mrs.) Neysa Eberhard
Associate Director

NE:cds

Oklahoma State University

INSTITUTE FOR IMPLEMENTING MEDIA STANDARDS

STILLWATER, OKLAHOMA, 74074
UNIVERSITY LIBRARY
(405) 372-6211, EXT. 206

April 24, 1970

We are pleased to inform you and your teammate that you have been selected as participants in the Institute for Implementing School Media Standards for a Unified Program in Library and Media Services at Oklahoma State University, June 14-26, 1970.

If you and your teammate plan to accept appointments as participants in this Institute, the following two items must be mailed no later than May 1, 1970:

1. A letter of acceptance.

2. The enclosed Application for Stipend form.

If these items are not mailed by that date, your name will be dropped as an Institute enrollee on May 5, and a replacement will be selected from the list of alternate candidates.

We are looking forward to your acceptance and working with you during the Institute.

Sincerely,

Roscoe Rouse
Director

(Mrs.) Wayne Eberhard
Associate Director

Enclosure
RR:ce

Oklahoma State University
INSTITUTE FOR IMPLEMENTING MEDIA STANDARDS

STILLWATER, OKLAHOMA, 74074
UNIVERSITY LIBRARY
(405) 372-6211, EXT. 206

April 24, 1970

The applications of you and your teammate for the Institute for Implementing School Media Standards for a Unified Program in Library and Media Services at Oklahoma State University, June 14-26, have been reviewed by the Selection Committee and your names have been placed on the alternate list.

If those selected as participants are unable to attend, this list will be reviewed for replacements to be notified by letter on May 6, 1970. In the event that circumstances prevent participants who have accepted appointment from coming, the alternate list will remain active until the Institute begins on June 14.

The qualifications of applicants for the Institute were exceptional making the selection decision difficult. Your placement on the alternate list is worthy of note.

We appreciate your interest and application for the Institute. We only wish there were room for everyone.

Sincerely,

Roscoe Rouse
Director

(Mrs.) Neysa Eberhard
Associate Director

NE:eda

Oklahoma State University

INSTITUTE FOR IMPLEMENTING MEDIA STANDARDS

STILLWATER, OKLAHOMA, 74074
UNIVERSITY LIBRARY
(405) 372-6211, EXT 206

Please complete this form and return it, postmarked no later than MAY 1, 1970, to:

Mrs. Neysa Eberhard, Associate Director
Institute for Implementing Media Standards
Oklahoma State University Library
Stillwater, Oklahoma 74074

_____ YES, I want to be considered for an alternate position.

_____ NO, I do not wish to be considered for an alternate position.

If you answer yes, please give us phone numbers and addresses at which you can be reached until June 15.

AREA CODE:_____

PHONE:_____

NAME:_____

STREET ADDRESS:_____

CITY,STATE & ZIP:_____

Oklahoma State University

INSTITUTE FOR IMPLEMENTING MEDIA STANDARDS

STILLWATER, OKLAHOMA, 74074
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(405) 372-6211, EXT. 206

April 24, 1970

The applications of you and your teammate for the Institute for Implementing School Media Standards for a Unified Program in Library and Media Services at Oklahoma State University, June 14-20, have been reviewed by the Selection Committee.

The qualifications of the applicants was exceptional making selection extremely difficult. We regret that you and your teammate were not chosen. This is not a reflection of your professional qualifications, but reflective of the need to have a comprehensive selection of participants.

We appreciate your interest in our Institute and only wish we had room for everybody.

Sincerely,

Roscoe Rouse

Roscoe Rouse
Director

Neysa Eberhard

(Mrs.) Neysa Eberhard
Associate Director

NE:cdo

Oklahoma State University

INSTITUTE FOR IMPLEMENTING MEDIA STANDARDS

STILLWATER, OKLAHOMA, 74074
UNIVERSITY LIBRARY
(405) 372-6211, EXT. 206

DATE: May 22, 1970

TO: Institute Participants

FROM: Neysa Eberhard, Associate Director

RE: Information and preliminary preparations and homework before the Institute for Implementing School Media Standards for a Unified Program of Library and Audio-visual Services.

Enclosed in this envelope are the following items and instructions regarding their purpose.

ITEM	PURPOSE
Instructions regarding housing and checking in at OSU.	Read instructions and bring this sheet with you.
Room reservation form.	Complete and return to us by June 1.
Opening day report following the above.	Return with room reservation.
Map.	Showing location of Stillwater. If you are not driving you can reach it by bus or plane.
Standards for School Media Programs	Please familiarize yourself with this. It is your copy and you may mark it up for your use. The purpose of the Institute is to implement these standards. Refer to pages 29-37 to evaluate the quantitative collections and budgeting of the unit of operation you represent. Refer to pages 39-50 to evaluate the facilities for the unit of operation you represent.
Data useful for participants.	This is your homework.
Invitation to social hour.	Come to meet the staff and other University personnel.
Brochures about Oklahoma and Oklahoma State University.	

Oklahoma State University

INSTITUTE FOR IMPLEMENTING MEDIA STANDARDS

STILLWATER, OKLAHOMA, 74074
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(405) 372-6211, EXT. 206

DATE:

TO:

FROM: Neysa Eberhard

RE: Your responsibilities for the Institute for Implementing School Media Standards for a Unified Program in Library and Media Services.

"Suggested content" is not meant to limit you on anything you have to say.

Enclosed is a biographical breakdown on the teams for your information and the bibliography of readings for the Institute.

If there are any of the reprints you wish to have before the Institute, let us know. We will ship them to you immediately.

Please Detach and Return to Us by June 5, 1970

NAME_____

TITLE OF ADDRESS:_____

General Content Summary:

Manuscript available for reprint. ____YES ____NO

If you have a manuscript we would like to have the copy at your convenience for duplication for participants to be distributed at the end of the Institute.

Oklahoma State University
INSTITUTE FOR IMPLEMENTING MEDIA STANDARDS

STILLWATER, OKLAHOMA, 74074
UNIVERSITY LIBRARY
(405) 372-6211, EXT. 206

DATE: May 25, 1970

TO: Institute Staff and Guest Lecturers

FROM: Neysa Eberhard, Associate Director NE

RE: Daily Briefing Sessions for Institute

DATE	TIME	PLACE	PERSONNEL
June 10 Wednesday	9:00-2:00	Institute Headquarters	Thelma Jones Neysa Eberhard Carol Stokey
June 11 Thursday	9:30-2:00	Institute Headquarters	Thelma Jones Neysa Eberhard Carol Stokey
June 12 Friday	9:00-2:00	Institute Headquaters	Thelma Jones Neysa Eberhard B.W. Wolf
June 14 Sunday	4:30 p.m.	Institute Headquarters	Thelma Jones Michael Printz B.W. Wolf Lawrence McGovern Neysa Eberhard
June 15 Monday	4:45-5:45	Institute Headquarters	Thelma Jones Elizabeth Geis Roberta Yung B.W. Wolf Michael Printz Neysa Eberhard
June 16 Tuesday	4:45-5:45	Institute Headquarters	Ruth Moline Carrie Robinson B.W. Wolf Thelma Jones Neysa Eberhard
June 17 Wednesday	4:45-5:45	Institute Headquarters	Ruth Moline B.W. Wolf Neysa Eberhard Thelma Jones

DATE	TIME	PLACE	PERSONNEL
June 21 Sunday	3:00-9:00 p.m.	Institute Headquarters	Marshall Macy Neysa Eberhard Thelma Jones
	7:00-8:00 p.m.	Institute Headquarters	Larry Alexander Marie Chaney Neysa Eberhard Marshall Macy Thelma Jones
June 22 Monday	4:45-5:45	Institute Headquarters	Marshall Macy Thelma Jones Neysa Eberhard Cora Bomar
June 24 Wednesday	6:30	Dinner meeting. Meet at the Institute Headquarters	Thelma Jones Marshall Macy Neysa Eberhard Jack Kinder
June 25 Thursday	4:45-5:45	Institute Headquarters	Marshall Macy Thelma Jones Neysa Eberhard

Oklahoma State University

INSTITUTE FOR IMPLEMENTING MEDIA STANDARDS

STILLWATER, OKLAHOMA, 74074
UNIVERSITY LIBRARY
(405) 372-6211, EXT. 206

DATE: May 25, 1970

TO: Guest Lecturers

FROM: Neysa Eberhard, Associate Director NE

RE: Travel Expenses

In order for us to have your vouchers for travel expenses ready when you are here, please send to us the following information. (If you don't mind waiting, you can submit this after the trip.)

Air fare from destination to Stillwater and return, less than first class. Tax deductable _____

Ground travel (alloted for Lawrence McGovern, Michael Printz, Elizabeth Geis, and Ruth Moline to Omaha) computed at 9¢ per mile.

_____miles to_____

and return = _____ X 9¢ =
(miles)

FORMS GIVEN TO PARTICIPANTS

1. Instruction to applicants.
2. Application for admission.
3. Letter of recommendation form.
4. Application to the Graduate College, Oklahoma State University.
5. Application for Stipend.
6. Arrival information sheet.
7. Room reservation form.
8. Tentative program.
9. Data sheet for survey of present facilities.
10. Map to Stillwater.
11. Invitation to reception. *Not reproduced here*
12. Evaluation form.

INSTRUCTIONS TO APPLICANTS

Please refer to Criteria for Selection in your brochure.

General Instructions

Team participants (two from a school system) will be the only eligible applicants. Both do not have to be assigned at the same level or to the same building; however, both applicants must be employed by the same administrative unit in order that the cooperatively developed implementation program can be put into operation.

Each of the applicants will submit applications separately noting on the application in the designated place who the other applicant will be.

Completion of Application Blanks

Read carefully, fill out accurately and send to:

Institute for Implementing Media Standards
Oklahoma State University Library
Stillwater, Oklahoma 74074

ALL APPLICATION FORMS, TRANSCRIPTS, AND LETTERS OF APPLICATION MUST BE POSTMARKED NO LATER THAN APRIL 15, 1970.

Transcript

One copy of a transcript of all college work must be submitted with the application.

Letters of Recommendation

A. (To be sent to the Director of the Institute by the writer.) Use enclosed form for a recommendation from your immediate supervisor indicating:

1) your suitability for being a participant
2) your employment in the system in the 1970-71 school year
3) the administrative willingness to provide public information regarding print and non-print materials available and library and audio-visual existing services.
4) budgeted amounts for materials purchases in the 1969-70 and 1970-71 year.

No information will be needed that is not available for public examination. This information will form the basis for completion of the Institute developed local plan.

B. One letter from a colleague or responsible party who knows your abilities.

APPLICATION FOR ADMISSION

Type or print in block letters your answers to this form. Submit this form along with the others you have been supplied to the Institute for Implementing Media Standards, Oklahoma State University Library, Stillwater, Oklahoma 74074.

1. Your name
(Title, first, middle initial, last):

Institution:

Type of Institute:

2. Home address
(Number, street, city, state, ZIP)

4. Sex: 5. Age

____MALE ___FEMALE ___yrs.

6. U.S. Citizen ___YES ___NO

3. Home telephone:

AREA CODE:_____

PHONE:_____

7. Social Security No. 8. Marital Status

_____ __ _____

___Married
___Single
___Widowed
___Divorced

9. Number of dependents (excluding yourself) who are claimable for Federal Income Tax purposes:_____
(If you file a joint return and are NOT the major earner, you may not claim any dependents.)

10. I am employed as a librarian. (Complete all following items except 16.)

___I am employed in educational media (audio-visual) service. (Complete all following items except 16.)

___I am not presently employed as a librarian or educational media (audio-visual) specialist. (Complete all following items except 13.)

EMPLOYMENT DATA

11. Name and address of employer:

14. Title of your position:

12. Employment telephone:
AREA CODE:_____
PHONE:_____

15. Name, title, and address of your immediate supervisor who will submit under separate cover a letter of recommendation;

13. Presently employed in:

___School ___Non-public

___Public ___Special

15a. Name, title, and address of the second reference who will submit under separate cover a letter of recommendation:

16. If you are preparing for employment as a librarian or educational media (audio-visual) specialist, specify here:

17. Employment Record--List your places of employment during the last 5 years. (List your present or last position first.)

DATES	NAME AND ADDRESS OF EMPLOYER	TITLE

18. What colleges and universities have you attended? (Exclude attendance at institutes or programs you list in item 19.)

Name of Institution	Dates Attended	Degree	Major	Minor(s)

18a. List course names and credit below:

Educational Media (Audio-Visual)		Library Science	
Course Names	Credit Hrs.	Course Names	Credit Hrs.

19. Have you previously attended an NDEA or Title II-B Library Institute Program?

____ YES ____ NO (If yes, specify each.)

Name of sponsoring Institution	Dates Attended	Name of Institute or Program Director

20. Describe any other significant academic experiences you have had in the subject field of this institute or program (such as summer programs, workshops, experience, or seminars.) (The evidence presented in this section can establish eligibility for the educational media (audio-visual) specialist. See criteria for selection.)

21. Are you applying for a library institute in addition to this one?

_____YES _____NO (If yes, specify them.)

Institution Subject Field

22. Purpose for applying: Briefly indicate specifically your objectives in applying for this institute.

23. Title, name and address of team applicant.

_____

_____

_____

24. I CERTIFY that the statements made by me in this application are true, complete, and correct to the best of my knowledge and belief, and are made in good faith.

DATE: SIGNATURE OF APPLICANT: _____

RECOMMENDATION FROM IMMEDIATE SUPERVISOR

SEND TO: Director, Institute for Implementing Media Standards
Oklahoma State University Library
Stillwater, Oklahoma 74074

MUST BE POSTMARKED NOT LATER THAN APRIL 15, 1970.

RE:_____
(Name of participant)

Statement regarding applicants suitability as a participant in this Institute:

YES The applicant will be employed by this school district in the 1970-71 year with responsibilities for_____

NO _____

_____.

YES The applicant will have access to information regarding library and audio-visual staffing, budgeting, and services for the

NO school unit(s)she serves for the school year 1969-70 and 1970-71.

_____
(Signature)

_____
(Position)

GRADUATE APPLICATION FOR ADMISSION

THE GRADUATE COLLEGE
OKLAHOMA STATE UNIVERSITY
Stillwater, Oklahoma 74074

☐ **Resident Enrollment**
☐ **Extension Enrollment**

Complete with typewriter or print in black ink according to enclosed instruction sheet.

1. Date _____ Term you expect to enroll: ☐ Fall (Sept.) ☐ Spring (Jan.) ☐ Summer (June) 19____

2. Full Name Mr. ☐ Mrs. ☐ Miss ☐ _____ _____ _____
Last (family) Name First Name Middle (or Maiden) Name

3. Present Address _____ _____ _____ _____
Number Street City State Zip Code

If temporary above address used until Date_____ Telephone Number _____

4. Permanent Address _____ _____ _____ _____
Number Street City State Zip Code

5. Date of Birth _____ Place of Birth _____ _____
City State or Country

Of what country are you a citizen? _____

6. Do you seek admission as a degree candidate _____ degree sought _____ as a non-degree candidate _____
Select degree program for which you are applying from the list of majors on the back of the instruction sheet and enter here _____

Enter any preferred specialty within the major field here_____
(Organic Chem., Dynamics, etc.)

7. List in chronological order all colleges or technical institutes which you have attended whether or not credit was earned. List must include any university you are currently attending for which you should note current and projected enrollment (credits) and expected date of graduation and degree to be awarded.

University and Location	Attended (Month and Year) From To	*Sem. cr. hours earned UG	GRAD.	Major Field	Degree Earned

*International applicants may ignore this column for work not taken in the United States.

NOTE: Failure to report all undergraduate and graduate institutions attended may result in dismissal or loss of credit.

8. Scholastic average (grade point or percentage):

Last two undergraduate years _____ on the basis of a maximum of _____
All undergraduate work _____ on the basis of a maximum of _____
All graduate work _____ on the basis of a maximum of _____

Relative rank (for example 9 in class of 50) (estimate if not known) for graduating class (first baccalaureate degree) _____ in a class of _____. Is this an estimate? ☐ Yes ☐ No

NOTE: The international student should list here his position in order of merit in his class for the final year examination if such an examination is given.

9. List any honors you have received _____

_____

10. Summary of full-time employment experience. List in chronological order your employment data to date.

Name of Company or School system with location	Position (specify kind of work you did or the subject taught)	Period of Employment Month and Year	
		From	To

11. To what other universities are you applying? _____

_____

12. If you feel that your scholastic performance to date is not a true indicator of your ability, use this space to make a statement as to your reasons for so thinking. (Use additional sheet if needed.)

13. Have you previously applied for admission to the Graduate College at the Oklahoma State University? _____ Yes

_____ No If yes, when _____?

14. Signature of applicant _____

15. Please list the names and addresses of the head of your major department and two others who would be familiar with your academic and professional capabilities.

Admission to the Graduate College does not necessarily imply the acceptance of the student as a candidate for an advanced degree. In most cases the acceptance for a degree candidate is based on the completion of graduate work in residence, screening procedures and other Graduate College routines.

(Submit in duplicate)

GRADUATE COLLEGE
OKLAHOMA STATE UNIVERSITY

Any student with a bachelor's degree who has not been formally admitted to a graduate college but wishes to enroll for a semester, summer session, workshop, or institute may be admitted as a "graduate adjunct" by completing this form (in duplicate), one (1) Graduate Application for Admission, and returning them to the Graduate College. These forms, when properly completed, will be accepted in lieu of transcripts required of students seeking formal admission. Adjunct admission permits enrollment only for the semester or session for which the student applies. Any future enrollment will require another application for admission.

Any student admitted as a "graduate adjunct" must understand that his registration terminates at the end of the session in which he is enrolled. If, at any later time, he wishes to apply for admission to a degree program in the Graduate College of the Oklahoma State University, he must make formal application and submit a validated transcript of his complete college and university record. Participation in the academic program as a "graduate adjunct" does not assure the applicant that he will be formally admitted as a candidate for an advanced degree. The student may, after formal admission to the Graduate College, petition that work taken on an adjunct basis be applied toward an advanced degree. No more than 9 hours will be accepted toward a degree program.

_____ _____

Date Name

(Submit in duplicate)

GRADUATE COLLEGE
OKLAHOMA STATE UNIVERSITY

Any student with a bachelor's degree who has not been formally admitted to a graduate college but wishes to enroll for a semester, summer session, workshop, or institute may be admitted as a "graduate adjunct" by completing this form (in duplicate), one (1) Graduate Application for Admission, and returning them to the Graduate College. These forms, when properly completed, will be accepted in lieu of transcripts required of students seeking formal admission. Adjunct admission permits enrollment only for the semester or session for which the student applies. Any future enrollment will require another application for admission.

Any student admitted as a "graduate adjunct" must understand that his registration terminates at the end of the session in which he is enrolled. If, at any later time, he wishes to apply for admission to a degree program in the Graduate College of the Oklahoma State University, he must make formal application and submit a validated transcript of his complete college and university record. Participation in the academic program as a "graduate adjunct" does not assure the applicant that he will be formally admitted as a candidate for an advanced degree. The student may, after formal admission to the Graduate College, petition that work taken on an adjunct basis be applied toward an advanced degree. No more than 9 hours will be accepted toward a degree program.

_____ _____ _____

Date Name

APPLICATION FOR A STIPEND

Each individual who attends a library institute under the provisions of Title II-B of the Higher Education Act of 1965, P.L. 89-329, as amended shall be eligible (after application therefor) to receive a stipend at the rate of $75 per week for the period of his attendance at the Institute, and an additional allowance of $15 per week for each dependent.

Please type or print in ink and return the completed form to the Institute for Implementing Media Standards, Mrs. Neysa Eberhard, Associate Director, Oklahoma State University Library, Stillwater, Oklahoma 74074. This form must accompany your letter of acceptance and be postmarked not later than May 1, 1970.

Name of applicant (First, middle initial, last:

INSTITUTION:

TYPE OF INSTITUTE:

Permanent or home address (Number, street, city, state and ZIP code):

SEX:
____Male
____Female

MARTIAL STATUS:
___Single
___Married
___Widowed
___Divorced

An applicant may claim as dependents those persons over half of whose support was received from the applicant and for whom deductions are allowable for Federal income tax purposes.

(NOTE: Notwithstanding this, an applicant may not claim as a dependent a person who is receiving a stipend or an allowance in the nature of subsistence from this or any other program of Federal educational assistance (except loans or payments in connection with work-study programs), and an applicant may not claim an individual who is being claimed as a dependent of another person under this or any program of Federal educational assistance.)

In accordance with the foregoing (Check one):

_____I Claim No Dependents _____I Claim the following Dependents:

Name of Dependent	Age	Relationship
1.		
2.		
3.		
4.		
5.		

I CERTIFY, under penalty of law, that I have claimed dependents in accordance with the instructions on this form, that I contribute more than half of the cost of each such dependent's annual support, and that the information provided by me is true and complete to the best of my knowledge and belief.

Signature of Applicant: Date:

DEPENDENCY CHANGES:

(A) Any <u>decrease</u> in the number of allowable dependents during the Institute period must be reported promptly to the Institute Director for an appropriate adjustment of your stipend.

(B) If, during the Institute period, your number of allowable dependents <u>increases</u>, you may request an increase in your stipend by submitting evidence of the change to the Institute Director.

ARRIVAL

When you arrive on Sunday, June 14th, check in at the Willham Office where you will receive your room assignment. At 7:30 that night there will be an informal social gathering in the Library East Reading Room.

HOUSING

Participants will stay in the air-conditioned Willham-12 Story Dormitory Complex. Rates are $6.75 per day per person for a private room and $3.75 per day per person for a room you will share with a roommate. All linens are furnished.

Because of the comprehensiveness of the Institute we do not recommend bringing families to Stillwater while you are attending the Institute.

RECREATIONAL FACILITIES

While on the campus you will have access to the facilities and services of the Student Union, University Hospital, and the recently completed Colvin Health, Physical Education, and Recreation Center. Recreational facilities on campus include swimming, bowling, tennis, handball, and other indoor and outdoor sports. Stillwater maintains an 18 hole golf course which is open to the public.

MEALS

Institute participants will eat together at noon, Monday-Friday according to the following schedule: (Prices will vary as we will be going through the cafeteria line.)

June 15	Monday	Mural Room	12:00-1:30
June 16	Tuesday	Alcove	12:00-1:30
June 17	Wednesday	Alcove	12:00-1:30
June 18	Thursday	Mural Room	12:00-1:30
June 19	Friday	Brown's East (Wichita)	
June 22	Monday	Mural Room	12:00-1:30
June 23	Tuesday	Mural Room	12:00-1:30
June 24	Wednesday	Oklahoma City	12:00-1:30
June 25	Thursday	Mural Room	12:00-1:30
June 26	Friday	Special Parlors	12:00-2:30

Breakfast ($.75) and dinner ($1.25) are served in the dormitory. There are also many other facilities serving these meals both on and off campus.

PHONE CALLS

The University number is Area Code 405--372-6211.
From 8-5 you should be able to be reached at the University Library, Ext. 237. The Willham dormitory extension is 6266.

Please complete this form and return to the Institute for Implementing School Media Standards, Oklahoma State University Library, Stillwater, Oklahoma 74074.

ROOM RESERVATION

NAME_____

_____Please reserve a single room ($6.75 per day) for me.

_____Please reserve a double room ($3.75 per day) for me.

Will you be bringing a car to campus?_____

Expected time of arrival:

By car_____

By bus_____

By plane_____

The following information is needed for the Opening Day Report which will be sent to Washington.

NAME_____

ADDRESS_____

SOCIAL SECURITY NUMBER_____

SEX: _____MALE _____FEMALE

RACE:_____

AGE:_____

SALARY AT TIME OF SELECTION:_____

NUMBER OF DEPENDENTS:_____

INSTITUTE FOR IMPLEMENTING SCHOOL MEDIA STANDARDS

FOR A UNIFIED PROGRAM IN LIBRARY AND MEDIA SERVICES.

All Institute sessions held in the Library Southeast Reading Room.

Tentative Program

Sunday, June 14 7:30-9:00 p.m.	Informal Social Hour Hosts: Department of Library Education	Browsing Room Univ. Library
Monday, June 15 8:30 a.m.	TARGET 1970's--THE UNIFIED PROGRAM Institute Forecast....Dr. Roscoe Rouse	
	Keynote Address-- "What is a Unified Program in the Schools?" Michael Printz	
10:00	Coffee Break	Daily at the Student Union
10:30	"A School Administrator Speaks Out." Dr. Don Waldrip	
11:30	Orientation to Interaction Session Dr. B.W. Wolfe	
12:00	Luncheon	Mural Room Student Union
1:30	Interaction Session Dr. B.W. Wolfe, Moderator Michael Printz Dr. Don Waldrip Participants	
2:30	Coffee Break	Student Union
3:00	Practicum Session Directed by Thelma Jones	

Tuesday, June 16 8:30	ROAD SIGNS TO IMPLEMENTING THE STANDARDS Prefix Time	
8:45	"Expressway or Country Road Toward National Standards." Roberta Young	
10:00	Coffee Break	Student Union
10:30	"What's Happening at a State Level to Implement Standards." Elizabeth Geis, Survey of the States Roberta Young Michael Printz B.W. Wolfe	

11:30	Interaction Session Panel and Participants Dr. B.W. Wolfe, Moderator	
12:00	Luncheon	Alcove Student Union
1:30	Report of School Library Manpower Project. Films	
2:30	Coffee Break	Student Union
3:00	Practicum under the direction of Thelma Jones.	
Wednesday, June 17 8:30	HAPPENINGS IN THE SCHOOLS TO MEET THE STANDARDS. Prefix Time	
8:45	"Services of the Audio-Visual Specialist to Elementary and Secondary Schools." Ruth Moline.	
10:00	Coffee Break	Student Union
10:30	"Special Services to the Disadvantaged." Carrie Robinson	
12:00	Luncheon	Alcove Student Union
1:30	Planning Services and Programs for the School System.--Interaction Session Ruth Moline Carrie Robinson Dr. B.W. Wolfe, Moderator	
2:30	Coffee Break	Student Union
3:00	Practicum Directed by Thelma Jones	
Thursday, June 18 8:30	SELECTION AND ORGANIZATION FOR EFFECTIVE UTILIZATION Prefix time.	
8:45	"Selection for Quality Material" Ruth Moline	
10:00	Coffee Break	Student Union
10:30	"Utilization for Quality Education."	
11:30	Interaction Session Dr. B.W. Wolfe, Moderator	
12:00	Luncheon	Mural Room Student Union

1:30	Previewing Materials Dr. B.W. Wolfe Directing
3:00	Practicum, directed by Thelma Jones

Friday, June 19	FIELD TRIP TO ASSESS PROGRAMS
7:00 a.m.	Bus departs from north of Library.
9:30	Stearman Elementary School, Wichita, Kansas Orientation and Coffee Bill Ward, Principal Crystal McNally, Supervisor of Library Services
11:30	Luncheon — Brown's East
1:30	One-half of group to Technical Processing One-half of group to Instructional Materials Center
2:30	Group change for tours of Technical Processing and Instructional Materials Center.

Monday, June 22 8:30	APPLYING SELECTION CRITERIA Prefix Time
8:45	"Media for the Schools of the Seventies" Dr. Larry Alexander
10:00	Coffee — Student Union
10:30	"Basic Processing Procedures for Non-Print Materials." Marie Chaney.
12:00	Luncheon — Mural Room, Student Union
1:30-2:30	Interaction Session: Problems of Administering Non-Print Materials. Marshall Macy, Moderator Larry Alexander Marie Chaney Thelma Jones
2:30	Coffee Break — Student Union
3:00	Practicum directed by Thelma Jones

Tuesday, June 23 8:30	MEDIA CENTERS: NEW AND RENEWED Prefix Time
8:45	"Media Center Facilities." Cora Bomar

10:00	Coffee Break	Student Union
10:30	Planning School Libraries for School Media Centers...Thelma Jones, Marshall Macy, and Cora Bomar.	
12:00	Luncheon	Mural Room Student Union
1:30-2:30	Interaction Session Marshall Macy, Moderator Thelma Jones Cora Bomar	
2:30	Coffee Break	Student Union
3:00	Practicum directed by Thelma Jones.	

Wednesday, June 24	FIELD TRIP TO NORMAN AND OKLAHOMA CITY
7:30	Board bus north of the Library.
9:00	Visit John F. Kennedy School, Norman Mildred Laughlin, Consultant
11:30	Luncheon
1:00	Visit facilities in Oklahoma City.

Thursday, June 25	PLANNING FOR ACTION AND CHANGE
8:30	Prefix Time
8:45	"Planning for Action and Change." Dr. J.A. Kinder
10:00	Coffee Break — Student Union
10:30	Wrap up session to school plan.

Friday, June 26	WHERE ARE WE GOING?	
8:30	Prefix Time	
8:45-12:00	Completion of project by paired participants.	
12:00	Bon Voyage Luncheon	Parlor F Student Union
1:00	Recast of the Institute	
1:30	Fish Bowl--Evaluation of the Institute Marshall Macy, Thelma Jones, Neysa Eberhard	
2:30	Dismissal	

Data Useful for Preparing Your Cooperatively Developed Plan for Implementing School Media Standards.

If you and your teammate have established a unit of operation as that area in which you will develop a plan for implementing the school media standards, data regarding collection size, budget, facilities and personnel need to be inventoried for that unit only.

Since some of you represent systems and many much larger than others, you may have in mind a first step plan, e.g. elementary schools or middle schools or central services.

The following information can be taken from your most recent inventory which you may photocopy.

I. COLLECTION: (Consider sets as a unit.)
Number of titles for:

BOOKS_____

MAGAZINES_____

SCHOOL_____

PROFESSIONAL_____

NEWSPAPERS_____

FILMSTRIPS_____

TAPE AND DISC RECORDINGS_____

8mm LOOP FILMS_____

8mm SOUND FILMS_____

16mm SOUND FILMS_____

GRAPHIC MATERIALS_____

ART PRINTS_____

STUDY PRINTS_____

CHARTS, MAPS_____

REALIA_____

PROGRAMMED MATERIALS_____

VIDEOTAPE RECORDINGS_____

MULTI-MEDIA SETS_____

ART OBJECTS_____

RESOURCE FILES_____

II. EQUIPMENT:

OVERHEAD PROJECTOR_____

OPAQUE PROJECTOR_____

FILMSTRIP PROJECTOR_____

SOUND FILMSTRIP PROJECTOR FOR DISC RECORDERS_____

SOUND FILMSTRIP PROJECTOR FOR CASSETTE TAPE_____

FILMSTRIP PREVIEWERS_____

SLIDE PROJECTOR_____

SLIDE VIEWER_____

16mm PROJECTOR_____

8mm CARTRIDGE PROJECTOR (SUPER)_____

8mm CARTRIDGE PROJECTOR (REGULAR)_____

8mm SOUND CARTRIDGE PROJECTOR_____

8mm REEL PROJECTOR_____

RECORD PLAYER_____

REEL TAPE PLAYER_____

CASSETTE TAPE PLAYER_____

STUDY CARRELS:

WET_____

DRY_____

LISTENING STATIONS_____

TV RECEIVERS_____

VIDEOTAPE CAMERAS_____

VIDEOTAPE RECORDER_____

VIDEOTAPE MONITOR_____

MICRO-READER_____

MICRO-READER PRINTER_____

COPYING MACHINE_____

Part II. cont.

DUPLICATING MACHINE_____

DRY MOUNT PRESS_____

TACKING IRON_____

DIAZO TRANSPARENCY MAKER_____

THERMAL TRANSPARENCY MAKER_____

FILM REWIND & SPLICER_____

8mm_____

16mm_____

MICRO-PROJECTOR_____

OTHER EQUIPMENT NOT LISTED_____

_____

_____

III. PERSONNEL:

PROFESSIONAL STAFF: (List Positions)

_____

_____

_____

SUPPORTIVE STAFF:_____

_____

_____

GRAPHICS ARTISTS_____

CLERICAL_____

TECHNICIANS_____

IV. BUILDING OR SYSTEM BUDGET ANALYSIS OF LIBRARY & AUDIO-VISUAL SERVICES
(Budgets include federal funds.)

	1969-70	1970-71
1. PRINT MATERIALS Magazines, books, newspapers	_____	_____
2. AUDIO-VISUAL MATERIALS (for library)	_____	_____
2.a. *AUDIO-VISUAL MATERIALS (for AV services-production)	_____	_____
3. CAPITAL OUTLAY FOR EQUIPMENT FOR LIBRARY AND AUDIO-VISUAL SERVICES	_____	_____

*In systems where library and audio-visual services are unified, this need not be filled out.

Use a total of 1 + 2 + 2a for the following:

No. of students served by unit._____

No. of teachers served by unit._____

Allotment per pupil._____

Allotment per teacher._____

% of total general fund budget._____

EVALUATION OF INSTITUTE FOR IMPLEMENTING SCHOOL MEDIA STANDARDS
June 14-26

PROCEDURES:

1. Rank the sessions and activities according to those most to least helpful using the following scale:

   1. most helpful
   2. helpful
   3. very little help

_____Guest lecturers
Comments:

_____Interaction sessions
Comments:

_____Practicum
Comments:

_____Field trips
Comments:

_____Scheduled social activities (reception, coffee breaks, luncheons)
Comments:

_____Free choice social activities (dinners, picnic)
Comments:

2. Should the Institute have been planned for more, the same, less than two weeks. (Circle your choice.)

3. In terms of contributing to the purpose of the Institute, how were the following accomodations and facilities?

   a. Meeting place for lecturers around tables.

      Very adequate, adequate, inadequate, very inadequate.

   b. Meeting place for interaction sessions with lounging area grouping.

      Very adequate, adequate, inadequate, very inadequate.

   c. Facilities for working in practicum on planned program.

      Very adequate, adequate, inadequate, very inadequate.

   d. Facilities for research and study.

      Very adequate, adequate, inadequate, very inadequate.

   e. Materials for previewing.

      Very adequate, adequate, inadequate, very inadequate.

f. Housing

Very adequate, adequate, inadequate, very inadequate.

g. Food

Very adequate, adequate, inadequate, very inadequate.

4. How democratic was the atmosphere and procedures of the Institute?

not at all slightly a good deal completely

5. Did the interaction sessions correspond to real problems in which you were concerned.?

not at all slightly a good deal completely

6. Did the practicum provide for a realistic plan of cooperative action in your school?

not at all slightly a good deal completely

7. Do you feel the Institute should have

a. Fewer lecturers

yes no same

b. More time spent in individual research

yes no same

c. More time for individual conferences with staff members

yes no same

OUTCOMES:

1. On the basis of your conversations with the participants do you feel the Institute contributed to a better understanding between audio-visual specialists and librarians?

very little slightly a good deal very much

2. Did the Institute achieve the objective of a cooperatively developed plan for unified audio-visual and library services?

not at all slightly a good deal completely

INDIVIDUAL:

1. To what degree did the Institute help me in terms of my own work?

   not at all slightly a good deal completely

2. To what extent have I participated in the following:

   a. interaction sessions

      little some much

   b. working with my teammate on plan

      little some much

   c. readings

      little some much

3. Have I become more familiar with the programs and problems of the other professionals in the other field (library or AV) (AV or library)?

   little some much

4. Am I better able to plan for action in my media center program?

   little some much

GENERAL COMMENTS ON THE INSTITUTE AS A WHOLE. (Use reverse side of this sheet if necessary.)

PARTICIPANTS' BIOGRAPHICAL INFORMATION

Page

1. Participants' Biographical Information.....1

2. Participants' General Information.....16

ARKANSAS (SEARCY)

LANGLEY, RUBY
Home: 1104 E. Race, Apt. 35, Searcy, Arkansas 72143

Librarian--Searcy High School

Educ.	Arkansas State College	Education	B.S.E	1955
	Additional course work at Arkansas State College and University of Oklahoma.			
Exp.	5th Grade Teacher, Augusta Public Schools			1947-50
	Jr. High Librarian, Lepanto Public Schools			1950-52
	Librarian, Earle Public Schools			1952-55

Dependents: 0

*WILSON, HAROLD L.
Home: 1307 W. Parke Ave., P.O. Box 401, Searcy, Arkansas 72143

Supervisor of Audio-visual Services, Searcy, Arkansas

Educ.	Texas College	Science	B.S.	1947
	Prairie View College	Administration	M.S.	1957
Exp.	Howard County Training School			1947-55
	Science teacher, Clemmons High School, Pattison,Tex.			1955-59
	Science teacher, Branch High School, Newport, Ark.			1959-64
	Principal, White Co. Training School, Search, Ark.			1964-66

Dependents: 3

IOWA (CLEAR LAKE)

BURGESS, JO ANN
Home: 2005 N. Shore Drive, Clear Lake, Iowa 50428

Elementary/Jr. High Library Coordinator

Educ.	Mason City Jr. College	Education	A.A.	1956
	Colorado State College	Elem. Educ.	A.B.	1960
	University of Minnesota	Lib. Sci.	M.A.	1965
	Additional course work at the University of Utah and Mankato State College.			

Exp.	Elementary Teacher, Gowrie Community School	1956-57
	Elementary Teacher and Librarian, Britt Community Sch	1957-63
	Librarian, Davenport Community School	1963-64
	Librarian, Clear Lake Community School	1965-

Dependents: 0

HAUGEN, GERDIS C.
Home: 1605 West 7th Ave. North, Clear Lake, Iowa 50428

High School Librarian

Educ.	Mankato State College, Minn.	Elem. Ed.	B.S.	1965
	Additional course work at George Peabody College, University of Iowa and Mankato State College.			

Exp.	Elementary Teacher, Nashua Community School, Iowa	1962-63
	Elementary Teacher, Lake Mills Community School, Iowa	1963-65
	High School Librarian, Clear Lake, Iowa	1965-

Dependents: 0

KANSAS (GREAT BEND)

HOGSETT, VIRGINIA K.
Home: 1209 Truman, Great Bend, Kansas 67530

Librarian, Harrison Junior High School, Great Bend, Kansas

Educ.	Fort Hays Kansas State College	English	B.A.	1957
	"	English and Library Science	M.A.	1966
Exp.	Librarian, Harrison Jr. High School, Great Bend, Kansas			1965-

Dependents: 0

*McPHAIL, F. GERALD
Home: 2414 21st, Great Bend, Kansas 67503

School Librarian/Audio-Visual Specialist

Educ.	Kansas State Teachers College	P.E. & Lib.Sci.B.S.	1965
Exp.	Librarian/Coach, Axtell, Kansas		1965-67
	Librarian/Coach/AV Director, Great Bend, Kansas		1967-

Dependents: 3

KANSAS (NEWTON)

*FUNK, E. RUBY
Home: 2019 Ida Lane, Newton, Kansas 67114

Library Coordinator, Newton, Kansas

Educ.	Bethel College	Elem. Ed.	B.S.	1960
	Kansas State Teachers' College--Additional hrs. in Lib. Sci.			
Exp.	Classroom teacher, Newton, Kansas			1965-67
	Elementary librarian, Newton, Kansas			1967-69
	Library Coordinator, Newton, Kansas			1969-

Dependents: 2

*VORAN, MAX G.
Home: 319 Central, Newton, Kansas 67114

Media Coordinator, Newton, Kansas

Educ.	Bethel College	Soc. Science	A.B.	1965
	Ft. Hays State College	Education	M.S.	1969
	Wichita State University--additional course work			
Exp.	Social Science Teacher, Hoisington, Kansas			1965-67
	Media Coordinator, Newton, Kansas			1967-

Dependents: 3

KANSAS (SALINA)

DOWNS, RUBYE P.
Home: 1306 Apache Drive, Salina Kansas 67401

Coordinator of Learning Resources, Salina, Kansas.

Educ.	Marymount College	Elem. Educ.	B.A.	1959
	Central Michigan University	Educ.	M.A.	1965
	Additional course work at Kansas State Teachers College and Kansas State University.			

Exp.	Elementary Teacher, New Madrid County, MO.	1940-43
	Elementary Teacher, Hermiston, Oregon	1954-56
	Elementary Teacher, Salina, Kansas	1958-62
	Elementary Teacher, Director of Head Start Curriculum and Adult Education Teacher. Oscoda, Mich.	1962-66
	Director, Media Services, Salina, Kansas	1966-

Dependents: 0

*SCHMIDT, DANNETTE S.
Home: 2092 Norton, Salina, Kansas 67401

Elementary Librarian, Salina, Kansas

Educ.	Kansas State University	Music Educ.	B.S.	1953
	Additional course work at Kansas State Teachers College, Kansas University, Marymount College, and Kansas State University.			

Exp.	Music Teacher, Culver, Kansas	1953-55
	Music Teacher, Salina, Kansas Junior High School	1955-57
	Music Teacher, Beverly, Kansas	1958-61
	Music Teacher, Salina, Kansas	1966-67
	Elementary Librarian, Salina, Kansas	1967-

Dependents: 2

MASSACHUSETTS

*MORSE, THOMAS A.
Home: 71 Spear Street, Melrose, Mass. 02176

Coordinator of Instructional Aids and Special Programs, Winchester Public Schools, Winchester, Mass.

Educ.	Burdett College	Bus. Adm.	B.A.	
	Boston University	Education	B.S.	
	Boston University	Communication	M.S.	
Exp.	Coordinator, Winchester Public Schools			1947-
	Lecturer, Northeastern University, Boston			1956-
	Lecturer (during summers) Emerson College, Boston			1968,-69

Dependents: 2

*SHEERAN, ELIZABETH B.
Home: 1 Kilby Street, Woburn, Mass. 01801

Media Generalist, Winchester Public Schools, Winchester, Mass.

Educ.	State College at Lowell, Mass.	Elem. Ed.	B.S.	1965
	Boston University	School Lib.	M.Ed.	1967
Exp.	Elementary teacher, Woburn Public Schools			1965-66
	Elementary librarian, Woburn Public Schools			1966-67
	Media Generalist, Winchester Public Schools			1967-

Dependents: 0

MISSOURI

DIETZ, MAURICE D.
Home: 419 Maple Boulevard, Kansas City, Missouri 64124

Educational Media Specialist, Kansas City, Missouri.

Educ.	Kansas State Teachers College Art educ.	B.S.	1956
	Kansas State Teachers College Educ. Adm.	M.S.	1957
	Kansas State Teachers College--additional course work in Lib.Sci.		
Exp.	Art teacher, Wichita Public School System		1965-67
	Head Cataloger of books and audio-visual materials School District of Kansas City, Mo.		1968-69
	Librarian and Educational Media Specialist, School District of Kansas City, Mo.		1969-

Dependents: 0

*NEAL, MARNIE I.
Home: Rt. # 1, Box 178B, Blue Springs, Mo. 64051

Supervisor of School Libraries, Kansas City, Missouri.

Educ.	Graceland College	Elem. Ed.	B.A.	1960
	University of Michigan	Lib. Sci.	A.M.L.S.	1965
Exp.	Kindergarten teacher, Toronto Public Schools			1947-53
	Elementary teacher, Leon, Iowa			1957-62
	Supervisor of School Libraries, Southeast Polk, Iowa			1963-66
	Supervisor of School Libraries, Kansas City, Mo.			1966-

Dependents: 0

OKLAHOMA (BARTLESVILLE)

FRENCH, PAUL E.
Home: 1420 S. Armstrong, Bartlesville, Oklahoma 74003

Educational Media Coordinator, Bartlesville Public Schools

Educ.	Kansas State College, Pittsburg	Educ. B.S.	
	Kansas State College, Pittsburg	Educ. M.S.	1964
	Additional Course work at University of Oklahoma, Oklahoma State University, and University of Tulsa		
Exp.	Instructor, industrial arts and physical education College High School, Bartlesville.		1965-67
	Instructor and AV Coordinator, College High School, Bartlesville.		1967-69
	Media Coordinator, Bartlesville Public Schools.		1969-

Dependents: 0

FRY, YVONNE L.
Home: 1005 E. 5th Bartlesville, Oklahoma 74003

Head Librarian, College High School, Bartlesville, Oklahoma

Educ.	Northeastern State College	English B.A.	1941
	Additional course work at Oklahoma University and Oklahoma State University.		
Exp.	Teaching experience 1929-		

Dependents: 0

OKLAHOMA (CUSHING)

*MARSHALL, RODNEY H.
Home: 1247 East 2nd Street, Cushing, Oklahoma 74023

Audio-visual Director and Instructor, Cushing High School

Educ.	East Central State College	History	B.A.	1960
	East Central State College	Educ.	M.S.	1967
Exp.	Classroom teacher, Okemah Public Schools			1961-67
	A-V Director and half-time teacher, Cushing Public Schools			1967-

Dependents : 2

*McCOY, PATTILOU M.
Home: 416 E. Moses, Cushing, Oklahoma 74023

Librarian, Cushing High School

Educ.	Texas Woman's University	Lib. Sci.	B.A.	1950
	Additional course work at the University of Oklahoma and Oklahoma College of Liberal Arts.			
Exp.	Junior High Librarian, Duncan Independent Schools			1964-68
	High School Librarian, Cushing Independent Schools			1968-

Dependents: 5

*RHOTON, GARY L.
Home: 704 N. Ross, Dewey, Oklahoma 74029

Classroom teacher, Dewey Public Schools

Educ.	Central State College	Elem. Ed.	B.S.	1963
	Northeastern State College.	Elem. Ed.&Adm.	M.T.	1968
Exp.	Classroom teacher, Dewey Public Schools			1963-

Dependents: 1

*WINN, SARAH W.
Home: Route 1, Box 50, Ochelata, Oklahoma 74051

Librarian, Dewey High School Library

Educ.	George Peabody College for Teachers	Engl.	B.A.	1945
	George Peabody College for Teachers	Lib.Sci.	M.A.	1948
	Additional course work at George Peabody, University of Oklahoma and Oklahoma State University.			
Exp.	High School Librarian, Dewey, Oklahoma			1965-

Dependents: 0

OKLAHOMA (GUYMON)

*COLVIN, WILLIS D.
Home: 218 North Perkins, Guymon, Oklahoma 73942

Elementary Principal, Guymon Public Schools.

Educ.	Panhandle State College	Ind. Arts	B.S.	1963
	Oklahoma State University	Elem. Ed.	M.S.	1967

Exp.	Classroom teacher, Guymon Public Schools	1966-68
	Elementary Principal, Guymon Public Schools	1968-

Dependents: 2

*GLOVER, IMOGENE D.
Home: 301 S. Ellison, Guymon, Oklahoma 73942

Junior High School Librarian, Guymon Public Schools

Educ.	Panhandle State College	Speech & Art	A.B.	1966
	Additional course work at Oklahoma State University			

Exp.	Has worked for the following newspapers: Texhoma Times; Guymon Daily Herald; Goodwell Sentinel; Tucumcari American Leader.	
	KGYN Radio Station Announcer	1958-62
	Speech teacher and librarian, Guymon Public Schools	1966-

Dependents: 0

OKLAHOMA (LAWTON)

*HAMBURGER, EARL W.
Home: 3428 Oak Ave., Lawton, Oklahoma 73501

Director, Materials Center, Lawton High School

Educ.	Southwestern State College	Educ.	B.S.	1937
	Southwestern State College	Educ.	M.S.	1968

Exp.	Industrial arts instructor, Duncan H.S.	1937-38
	Industrial arts instructor, Southwestern State College	1938-42
	Instructor, U.S. Air Force	1942-46
	Instructor, Refrig' & Air Cond., Southwestern State College	1946-51
	Instructor and principal, Foss High School	1951-53
	Instructor and Director of Materials Center, Lawton High School	1953-

Dependents: 2

*UHLAND, PEARL JO
Home: 507 N. 29th, Lawton, Oklahoma 73501

Librarian, Lawton High School

Educ.	Oklahoma College For Women (OCLA)	Engl.	B.A.	1941
	University of Oklahoma	Lib. Sci.	M.L.S.	1969

Exp.	English teacher. Lawton High School	1961-65
	Librarian. Lawton High School	1965-

Dependents: 2

OKLAHOMA (SAPULPA)

*BARRIS, CLARA L.
Home: 1220 E. Teresa, Sapulpa, Oklahoma 74066

Librarian, Sapulpa Junior High School

Educ.	University of Oklahoma	Soc.Studies	B.S.	1934
	University of Oklahoma	Elem. Educ.	M.S.	1943
	Additional course work at: University of Colorado; Central State College, Oklahoma State University; Depaw University.			

Exp.	English teacher and librarian, Cushing, Okla.	1965-66
	English teacher and librarian, Sapulpa, Okla.	1966-69
	Librarian, Sapulpa Junior High School	1969-

Dependents: 1

*SHAW, WILLIAM H.
Home: 19 Euchee Drive, Sapulpa, Oklahoma 74066

Audio-visual Specialist and Industrial Arts Instructor, Sapulpa High School.

Educ.	East Central State College	Ind. Arts	B.S.	1949
	East Central State College	Educ.	M.S.	1959

Exp.	Industrial Arts Instructor and AV Specialist, Sapulpa Public Schools	1958-

Dependents: 2

OKLAHOMA (TULSA)

*HENSLEY, LINDA S.
Home: 19808 E. Third, Tulsa, Oklahoma 74108

Librarian-Instructional Media Coordinator, Cleveland Junior High School, Tulsa, Oklahoma

Educ.	Northeastern State College	Educ.	B.A.	1969
Exp.	Librarian, Cleveland Jr. High, Tulsa.			1969-

Dependents: 0

*JOHNSTON, JAUNITA L.
Home: 1232 S. New Haven, Tulsa, Oklahoma 74112

Teacher-Librarian, Franklin Elementary School, Tulsa, Oklahoma

Educ.	University of Tulsa	English	B.A.	1954
	Oklahoma State University	Elem. Educ.	M.S.	1959
	Additional course work through University of Oklahoma extension.			
Exp.	Classroom teacher, Tulsa Public Schools			1954-67
	Teacher-Librarian, Tulsa Public Schools			1967-

Dependents: 1

PUERTO RICO

*QUINONES, IRAIDA
Home: 189 Romaguera, P.O. Box 772, Mayaguez, Puerto Rico 00708

Librarian, Department of Education, San Juan, Puerto Rico

Educ. University of Puerto Rico Educ. B.A.E. 1951
Additional course work at the University of Puerto Rico

Exp. Teacher, Department of Education, San Juan, Puerto Rico 1965-67
Teacher-Librarian, Department of Education, San Juan, Puerto Rico 1968-

Dependents: 1

*RAMIREZ, SALVADOR
Home: Urb. Raholisa Gdn. #13, Box 38. San Sebastian, Puerto Rico 00755

Audio-visual Coordinator, Department of Public Education, San Sebastian, Puerto Rico.

Educ. University of Puerto Rico AV & Hist. B.A.E. 1968
Also attended Catholic University of Puerto Rico

Exp. Elementary teacher. Department of Instruction, San Sebastian, P.R. 1963-66
Audio-visual Coordinator, Department of Instruction, San Sebastian, P.R. 1966-

Dependents: 4

INSTITUTE FOR IMPLEMENTING SCHOOL MEDIA STANDARDS

PARTICIPANT GENERAL INFORMATION

Sex: M - 12
F - 18

Age:
25-30 - 6
31-34 - 2
35-39 - 5
40-44 - 2
45-49 - 5
50-54 - 4
55-65 - 6

Marital Status:
Single - 7
Married - 21
Divorced - 1
Widowed - 1

States Where Employed:

Arkansas	2
Iowa	2
Kansas	6
Massachusetts	2
Missouri	2
Oklahoma	14
Puerto Rico	2

Highest Degree:

Bachelors	13
Masters (Libr.)	5
Masters (Subject Field)	12

Type of Position:	Library	AV
System	3	6
High School	5	4
Junior High	5	3
Elementary	2	2

Years in Current Type of Position:
(Library and/or Audio-Visual)

1- 5	22
6- 9	4
10-14	2
15-19	2

FACULTY BIOGRAPHICAL INFORMATION
APPENDIX F

LARRY ALEXANDER

Assistant Professor, Department of Audio-Visual Education at Oklahoma State University.

B.A., Austin College, Sherman, Texas, 1964; M.Ed., East Texas State University, Commerce, Texas, 1966; Ed.D., Oklahoma State University, Stillwater, Oklahoma, 1970.

Career Summary:

High school art instructor, Jacksonville, Texas; Instructor of Education and Associate Director of Audiovisual Center, David Lipscomb College, Nashville, Tennessee; Assistant Professor and Director of Audiovisual Center, Oklahoma Christian College, Oklahoma City, Oklahoma.

Member NEA, DAVI, NAEB, ACO, TAIT, OEA, Phi Delta Kappa.

CORA PAUL BOMAR

Assistant Professor in Library Education and Instructional Media, University of North Carolina at Greensboro.

B.S., University of Tennessee at Knoxville (Education), B.S., George Peabody College for Teachers, Nashville, Tennessee (Library Science), M.A., University of North Carolina at Chapel Hill.

Career Summary:

Classroom teacher and librarian in elementary and secondary schools in Tennessee, Georgia, and North Carolina. Director of Instruction, Grades 1-12, Orange County Schools, North Carolina, 1949-51. State Supervisor of School Libraries and Instructional Materials, North Carolina Department of Public Instruction, 1951-66. Director, Division of Educational Media, North Carolina Department of Public Instruction, 1966-69.

Publications:

Demonstration School Libraries, V. 1, 1966; V. 2, 1967; V. 3, 1968.
Guide for Developing Curriculum Materials Centers for Teacher Education, 1969.
Reference Materials for School Libraries, 3rd ed., 1968.
"The Impact of Federal Legislation on School Libraries," Federal Legislation for Libraries, Allerton Park Institute, Champaign, Illinois, 1966.
"School Libraries: Past, Present, and Future." North Carolina Libraries 25:110-112, Fall 1967.

Member AAUP, ALA, DAVI, MAEB, NEA, SLA.

MARIE CHANEY

Instructor in Library Education, Oklahoma State University, 1966-.

A.B., Central State College, Edmond, Oklahoma, 1930; M.L.S., George Peabody College, Nashville, Tennessee, 1960.(Continued on next page.)

MARIE CHANEY (Continued)

Career Summary:

Elementary, 7th and 8th grade teacher for 11 years. High School Librarian, College High School, Bartlesville, Oklahoma, 1955-66.

Member AAUW, ALA, NEA, OEA, OLA, ABA, ADK.

NEYSA EBERHARD

Head, Curriculum Materials Laboratory, Oklahoma State University Library.

Bachelor of Science in Education, Kansas State Teachers College; Master of Science in Library Science, Kansas State Teachers College; Course work toward doctorate, Oklahoma State University.

Career Summary:

Elementary teacher of language arts, science, library for one year at Peabody, Kansas. Teacher of junior high school English for three years at Newton, Kansas. Secondary teacher of high school English for five years at Newton and Peabody, Kansas. Secondary teacher/librarian for 4 years at Marion and Peabody, Kansas. Supervisor of library and media services for 4 years at Newton, Kansas.

Publications:

The School Library and the Instructional Program in Newton Elementary Schools.
Cataloging Manual for Non-Book Materials in Newton School Libraries.

Member NEA, KCPT, AAUW, DAVI, ALA, AAUP, OLA.

ELIZABETH GEIS

Assistant Director with Title II, ESEA, Division of Library Resources and Instructional Materials, Oklahoma State Department of Education.

B.A., Phillips University; B.S.L.S., School of Library Science, Columbia University, New York City.

Career Summary:

Her experience includes three years with the Garfield County Library, the Library of the University of Wyoming, librarian for Emerson Junior High School and DeWitt Waller Junior High School, Enid, Oklahoma.

THELMA JONES

Coordinator of School Media Services, Oklahoma City Public Schools, Oklahoma City, Oklahoma.

B.S., Sociology, Langston University: M.L.S., Library Science, University of Oklahoma. (Continued on next page.)

THELMA JONES (Continued)

Career Summary:

Social Studies teacher, Washington High School, Hugo, Oklahoma, 1950-52; Librarian, Dunjee High School, Choctaw, Oklahoma, 1952-54; Librarian, Oklahoma City Public Schools, 1954-67; Instructor, Library Science, University of Oklahoma, Norman, Oklahoma.

Member of OCSLA, OLA, OEA, NEA, Delta Kappa Gamma, Alpha Kappa Alpha. President of the Oklahoma Library Association.

J.A. KINDER

Superintendent of Schools, Rochester, Minnesota

B.S., Northwest Missouri State College, Maryville, Missouri; M.Ed., University of Missouri; Ed.D., University of Missouri, Columbia, Missouri; post doctorate work at Columbia University, New York, N.Y., and Harvard University, Cambridge, Mass.

Career Summary:

Dr. Kinder has taught science in junior and senior high school, served as an elementary and junior high school principal, superintendent of schools, university instructor, and guest lecturer at colleges and universities throughout the country. He has also been director and and lecturer for workshops throughout the state of Kansas for practicing administrators.

Member of Phi Delta Kappa, one of six members of the Executive Committee of AASA; Chairman of AASA-SASA Relationships Committee. Listed in Who's Who in American Education and Who's Who in the Midwest.

MARSHALL MACY

Dean of Applied Sciences and Dean of Administration, Barton County Community Junior College, Great Bend, Kansas.

B.A., University of South Dakota; Ed.M., University of South Dakota.

Career Summary:

Was associated with the Newcastle, Wyoming, schools for 17 years where he taught math and science, served as guidance counselor, principal, and then Superintendent of Schools.

Publications:

Articles for Electronics Magazine.

Member NEA, AASA, Kansas Association of Public Junior College Administrators and Kansas Association of Junior College Business Officers.

LAWRENCE McGOVERN

Superintendent of Schools, Unified School District #396, Douglas, Kansas

Bachelor of Science, Kansas State College; Master of Science, Kansas State College; doctoral study, University of Iowa; post masters work at the University of Kansas, University of Arkansas, and Wichita State University.

Career Summary:

Mr. McGovern served as athletic director and professor of economics at Independence Junior College for 4 years. He was also a teacher of American history and economics at Newton, Kansas and Durango, Colorado.

Member AASA, KASA, NEA, KSTA, AAUP, Phi Delta Kappa.

RUTH MOLINE

Director, Instructional Media Center, Educational Service Unit #2, Fremont, Nebraska.

B.S., University of Nebraska, College of Business Administration; M.E., University of Nebraska, Teachers College.

Career Summary:

Much of her experience has been at the University level. For five years she was with two public schools in Kansas as Coordinator of AV-Library, Salina Public Schools, and Media Specialist, Prairie District Elementary Schools, Prairie Village, Kansas.

At the University of Nebraska, she held the title of Film Librarian for seven years and was Supervisor of Audio-Visual Services for four years; at the University of Omaha, she was Director of the AV Center for six years.

Member AAUW, Delta Kappa Gamma, DAVI, Kansas and Nebraska ASCD, KAVCO, KSLA, NEA, ALA, AASL, NEMA.

MICHAEL PRINTZ

Head Librarian, Topeka West High School, Topeka, Kansas.

B.A., Washburn University, Topeka, Kansas, 1960; M.S., Kansas State Teachers College, Emporia, Kansas, 1964.

Career Summary:

Teacher-librarian at Onaga High School, Onaga, Kansas, 1960-63. Librarian, Highland Park High School, Topeka, Kansas, 1963-69. Visiting Instructor, Department of Librarianship, Kansas State Teachers College, Emporia, Kansas, during summers.

Publications:

"High School Library Plus." NEA Journal, February, 1968.
Potpourri, a Departmental Guide to Secondary School Libraries.

MICHAEL PRINTZ (Continued)

Member NEA, KSTA, ALA, KLA, KASL.

CARRIE ROBINSON

Supervisor of School Libraries for the State of Alabama.

A.B., Taugaloo College; B.L.S., Hampton Institute; M.L.S., University of Illinois; has completed all course work for the Ph.D. degree in Library Science at the University of Illinois.

Career Summary:

Mrs. Robinson has experience as a high school teacher and school librarian. She has been a college librarian and/or professor of education at Grambling College, Hampton Institute, Alcorn College and Alabama State University. She has also served as librarian of the Southern University Branch of the Louisiana State Library. She has been a visiting professor at Purdue University and has directed many workshops throughout Alabama, Louisiana and Mississippi.

Publications:

Has contributed articles to many professional magazines including School Library Journal. She recently wrote an essay which will be included in The Black Librarian in America, a book of essays which will be available in the very near future.

Member ALA, AASL, AEA, AIMA, SLA, NEA, Beta Phi Mu.

ROSCOE ROUSE

University Librarian and Head of the Department of Library Education (Professor, Dean) Oklahoma State University, Stillwater, Oklahoma.

A.B. (Library Science, University of Oklahoma, Norman, Oklahoma; M.A. (English Literature), University of Oklahoma; M.A. (Library Science), University of Michigan, Ann Arbor, Michigan; Ph.D. (Library Science), University of Michigan.

Career Summary:

Dr. Rouse has served as Acting and Assistant Librarian at Northeastern State College, Tahlequah, Oklahoma; University Librarian, Chairman, Department of Library Science, and Circulation Librarian, Baylor University, Waco, Texas and Director of Libraries, State University of New York at Stony Brook, Stony Brook, New York.

Also, Visiting Professorships at University of Oklahoma and North Texas State University, Consultant work with Arthur D. Little, Inc., Cambridge, Massachusetts; and St. Gregory's College, Shawnee, Oklahoma.

ROSCOE ROUSE (Continued)

Recent Publications:

"Oklahoma State Expands Its Library," Oklahoma Librarian, July, 1968, 18(3):92-4.
"Automation Stops Here: A Case for Man-made Book Collections," College and Research Libraries, May, 1970.
"Within-Library Solutions to Space Problems," to be published in Library Trends, January, 1971.

Member ALA (Chairman, University Section 1969-70; Chairman, Library Administration Division committee, 1969-71.); Association of Research Libraries; Southwestern Library Association (Chairman, Scholarship Committee, 1968-70); Oklahoma Library Association (Chairman, College & University Division, 1969-70; Vice President and President Elect, 1970-71; Executive Director of National Library Week in Oklahoma, 1969-70.)

Listed in Who's Who in America, Who's Who in the South and Southwest, Who's Who in Library Service, The Blue Book, Who's Who in American College and University Administration, Biography Index, Dictionary of International Biography, Leaders in Education.

B.W. WOLFE

Director, Instructional Materials Center, Wichita, Kansas.

A.B., University of Kansas; M.A., University of Kansas; Ed.D., University of Kansas.

Career Summary:

Dr. Wolfe has been associated with the social studies department of North High School, a sixth grade teacher at Sunnyside Elementary School and Finn Elementary School, a principal at Kelly School, Rea Woodman School, and Assistant Principal in charge of curriculum at South High School, Wichita, Kansas.

Publications:

Articles in Kansas Social Studies Journal, Kansas Council of Social Studies, and Audiovisual Instruction.

Member WCTA, KSTA, NEA, DAVI, KSECT.

ROBERTA YOUNG

State School Library Supervisor, Colorado Department of Education.

B.A., Adams State College; M.A., University of Southern California; M.A. in Library Science, University of Denver.

Career Summary:

Has served as a teacher in the Walsenburg, Colorado and Florence, Colorado schools. Has been a teacher-librarian in Corcoran and Santa Maria, California schools. Was a Graduate Assistant at the University of Denver.

ROBERTA YOUNG (Continued)

Publications:

Adventures in Understanding
Cataloging Non-Book Materials
Numerous articles in various journals.

Member ALA, AASL, DAVI, NEA, ASCD, MPLA, CLA, CASL, CEA.

President-elect, American Association of School Librarians.

BIBLIOGRAPHIES

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Bessie, Mr. Michael, Atheneum Publishing Company. "Impact of Modern Technology on Books." Paper and Tape (On loan from State Media Personnel Institute, Western Michigan University, Kalamazoo, Mich.)

Brickell, Dr. Henry, University of Indiana. "Implementing Educational Change." Paper and Tape (On loan from State Media Personnel Institute, Western Michigan University, Kalamazoo, Mich.)

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Doms, Keith and Howard Rovelstad (eds.) Guidelines for Library Planners: Proceedings of the Library Buildings and Equipment Institute. Library Administration Division, ALA, 1960

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Graham, Miss Mae, Maryland State Department of Education. "State Agency Responsibilities for Developing Comprehensive Media District and Individual School Levels." Paper and Tape (On loan from State Media Personnel Institute, Western Michigan University, Kalamazoo, Mich.)

Harris, Evelyn J. Instructional Materials Cataloging Guide. University of Arizona, 1968.

Henne, Dr. Frances, Columbia University. Keynote lecture on the nature and characteristics of the modern school media program. Tape (On loan from State Media Personnel Institute, Western Michigan University, Kalamazoo, Michigan.)

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Katz, William A. and Roderick G. Swartz (eds.) Problems in Planning Library Facilities: Consultants, Architects, Plans, and Critiques. Proceedings of the Library Buildings Institute. ALA, 1964.

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Roth, Harold L. (ed.) Planning Library Buildings for Service: Proceedings of a Library Buildings and Equipment Institute, July 6-8, 1961. Library Administration Division, ALA, 1964.

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Emmerling, Frank C. "Salt for Education." Educational Leadership, Vol. 21 (January, 1964) p. 231-33.

Experiment in Planning an Urban High School: The Baltimore Charette. Educational Facilities Laboratory, Inc., 1969.

Garrison, M., F.J. Jeffers, and M.L. Reese. "Can a Materials Center Operate Without a Librarian?" Instructor, Vol. 78 (August, 1968) p. 23.

Goff, R. and P.J. Sleeman. "Instructional Materials Center: Dialogue or Discord?" AV Communications Review, Vol. 15 (Summer, 1967) p. 160.

Jacobs, James W. "Organizing Instructional Materials Services at the Systems Level." ALA Bulletin, February, 1968, p. 148.

Jameson, L. "Changing Over to Materials Centers." Instructor, Vol. 78 (April, 1969) p. 77.

Jensen, Herbert R. "The Communication Specialist and the Learning Center." Educational Leadership, Vol. 21 (January, 1964) p. 334-37+.

Krohn, Mildred L. "Learning and the Learning Center." Educational Leadership, Vol. 21 (January, 1964) p. 217-22

McGuire, Alice Brooks. "The School Librarian: A New Image." Educational Leadership, Vol. 21 (January, 1964) P. 227-30.

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On the Way to Work. Educational Facilities Laboratory, Inc., 1969.

Porter, D.S. "How to Design a Working IMC: Bridge School, Lexington, Massachusetts." Educational Screen and Audio-Visual Guide, Vol. 64 (November, 1967) p. 23.

Preston, Ellinor G. "The Librarian Sees His Role in the Materials Center." Educational Leadership, Vol. 21 (January, 1964) p. 214-164.

Relocatable School Facilities. Educational Facilities Laboratory, Inc., 1968.

The School Library: Facilities for Independent Study in the Secondary School. Educational Facilities Laboratory, Inc., 1958.

The Schoolhouse in the City. Educational Facilities Laboratory, Inc., 1966.

The Schools and Urban Renewal. Educational Facilities Laboratory, Inc., 1964.

Schools Without Walls. Educational Facilities Laboratory, Inc., 1965.

SCSP: The Project and the Schools. Educational Facilities Laboratory, Inc., 1967.

Standards for School Media Programs. Joint Publication of the American Library Association, Chicago, and the National Education Association, Washington, D.C., 1969.

Tanzman, F. "Pupil Power Helps Build AV Center." School Management, Vol. 12 (June, 1968) p. 80.

Three High Schools Revisited: Andrews, McPherson, and Nova. Educational Facilities Laboratory, Inc., 1967.

Tozier, Virginia. "The Child and the Library Center." Educational Leadership, Vol. 21 (January, 1964) p. 223-264.

Transformation of the Schoolhouse. Educational Facilities Laboratory, Inc., 1967.

Trenholme, A.K. "The New National Standards for School Media Programs: A Great Step Forward." AV Instruction, September, 1968, p. 697.

Westhuis, Judith L. Cataloging Manual for Non-book Materials In Learning Centers and School Libraries. Univ. of Michigan, 1966.

Whitenak, Carolyn I. "The Instructional Materials Center: A Changing Concept." American Annals of the Deaf, November, 1967, p. 656.

COMPANIES PROVIDING PREVIEW MATERIALS

HOME OFFICE	AREA REPRESENTATIVES
Society for Visual Education, Inc. 1345 Diversey Parkway Chicago, Illinois 60614	Robert Allen 1282 S.W. 7th, Apt.115 Oklahoma City, Okla.
Library Filmstrip Center 3033 Aloma Wichita, Kansas 67211	
Encyclopedia Britannica Educational Corp. Chicago, Illinois 60611	John Bernard P.O. Box 12054 Oklahoma City, Oklahoma
Coronet Films 65 E. South Water Street Chicago, Illinois 60601	Jack Blackwood 3504 N. Utah Oklahoma City, Oklahoma
A.J. Nystrom & Co. 3334 Elston Ave. Chicago, Illinois 60681	Jim Holman 5708 N.W. 33rd Oklahoma City, Oklahoma
Guidance Associates Pleasantville, New York 10570	
Connecticut Films, Inc. 6 Cobble Hill Road Westport, Conneticut 06880	
McRel (Mid-Continent Regional Educational Laboratory) 104 E. Independence Ave. Kansas City, Missouri 64106	

REQUIRED READING

Standards for School Media Programs. ALA, Chicago and NEA, Washington, D.C., 1969.

Monday, June 15
Tuesday, June 16

Brown, Robert M. "The Learning Center." AV Communications Review, Fall, 1968, p. 294.

Caldwell, Harold and Carl Hempstead. Planning for New Media in Kansas Schools. Kansas State Department of Education, 1970.

Congreve, Willard J. "Learning Center...Catalyst for Change." Educational Leadership, Vol. 21 (January, 1964) p. 211-13.

Goff, R. and P.J. Sleeman. "Instructional Materials Center: Dialogue or Discord?" AV Communications Review, Vol. 15 (Summer, 1967) p. 160.

Wednesday, June 17

Whitenak, Carolyn I. "The Instructional Materials Center: A Changing Concept." American Annals of the Deaf, November, 1967, p. 650.

Jameson, L. "Changing Over to Materials Centers." Instructor, Vol. 78 (April, 1969) p. 77.

Preston, Ellinor G. "The Librarian Sees His Role in the Materials Center." Educational Leadership, Vol. 21 (January, 1964) p. 214-16.

Davies, Ruth Ann. The School Library, A Force For Educational Excellence, R.R. Bowker, 1969, p. 65-79.

Erickson, Carlton W.H. Administering Instructional Media Programs, Macmillan, 1968, p. 71-77.

Thursday, June 18
Friday, June 19

Jensen, Herbert R. "The Communication Specialist and the Learning Center." Educational Leadership, Vol. 21 (January, 1964) p. 334-37.

Krohn, Mildred L. "Learning and the Learning Center." Educational Leadership, Vol. 21 (Januray, 1964) p. 227-30.

McGuire, Alice Brooks. "The School Librarian: A New Image." Educational Leadership, Vol. 21 (Januray, 1964) p. 227-30.

SCSP: The Project and the Schools. Educational Facilities Laboratory, Inc., 1967.

Monday, June 22

Downs, Rubye P. Cataloging Manual for Non-Book Materials. Unified School District No. 305, Salina, Kansas.

Jacobs, James W. "Organizing Instructional Materials Services at the Systems Level." ALA Bulletin, February, 1968, p. 148.

Tozier, Virginia. "The Child and the Library Center." Educational Leadership, Vol. 21 (January, 1964) p. 223-26.

Westhuis, Judith Loveys. Cataloging Manual for Non-Book Materials in Learning Centers and School Libraries. University of Michigan, 1966.

Tuesday, June 23

Emmerling, Frank C. "Salt for Education." Educational Leadership, Vol. 21 (January, 1964) p. 231-33.

Middle Schools. Educational Facilities Laboratory, Inc., 1965.

Porter, D.S. "How to Design a Working IMC: Bridge School, Lexington, Massachusetts." Educational Screen and Audio-visual Guide, Vol. 64 (November, 1967) p. 23.

Relocatable School Facilities. Educational Facilities Laboratory, Inc., 1964.

Tanzman, F. "Pupil Power Helps Build AV Center." School Management, Vol. 12 (June, 1968) p. 80.

Wednesday, June 24

Experiment in Planning an Urban High School: The Baltimore Charette. Educational Facilities Laboratory, Inc., 1969.

The Schoolhouse in the City. Educational Facilities Laboratory, Inc., 1966.

Three High Schools Revisited: Andrews, McPherson, and Nova. Educational Facilities Laboratory, Inc., 1967.

Transformation of the Schoolhouse. Educational Facilities Laboratory, Inc., 1967.

Thursday, June 25

Educational Changes and Architectural Consequences. Educational Facilities Laboratory, Inc., 1968.

The School Library: Facilities for Independent Study in the Secondary School. Educational Facilities Laboratory, Inc., 1958.

The Schools and Urban Renewal. Educational Facilities Laboratory, Inc., 1964.

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Engine Lathe, The. Set No. 3, SVE (Society for Visual Education, Inc.)

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Saving the Environment: The Garbage Explosion. Encyclopedia Britannica.

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Pictures, Prints, Charts

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Earth Study/Geology Prints. A.J. Nystrom & Co.

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Map Symbols and Geographic Concepts Program. A.J. Nystrom & Co.

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Sydney, Australia. A.J. Nystrom & Co.

Slides and Filmstrips

Chains of Slavery. Encyclopedia Britannica.

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BIBLIOGRAPHY OF PREVIEW MATERIALS (Continued)

Erosion of the Earth's Crust. SVE.

Frog Anatomy and Dissection. SVE.

Learning About Health. Encyclopedia Britannica.

A People Uprooted. Encyclopedia Britannica.

Rocks and Their Minerals. SVE.

Treasures and Traditions of African Art. SVE.

Sound Filmstrips.

Alexander the Great. Library Filmstrip Center.

The American Indian: A Dispossessed People. Guidance Associates.

The Black Odyssey: Migration to the Cities. Guidance Associates.

Cities, U.S.A. Guidance Associates.

Civil Disobedience. Guidance Associates.

Developing a Science Fair Project. Library Filmstrip Center.

Dropping Out: Road to Nowhere. Guidance Associates.

Favorite Children's Books. Coronet Films.

Fossils. SVE.

Four Who Quit. Guidance Associates.

Greek Mythology. Coronet Films.

The Harlem Renaissance and Beyond. Guidance Associates.

I Never Looked At It That Way Before. Guidance Associates.

Investigating Rocks. Encyclopedia Britannica.

LSD: The Acid World. Guidance Associates.

Man's Natural Environment: Crisis Through Abuse. Guidance Associates.

Marijuana: What Can You Believe? Guidance Associates.

Multimedia Center. Library Filmstrip Center.

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APPENDIX G

BIBLIOGRAPHY OF PREVIEW MATERIALS (Continued)

The Newspaper in America. SVE.

Psychedelics. Guidance Associates.

The Search for Black Identity -- Malcolm X. Guidance Associates.

The Search for Black Identity -- Martin Luther King. Guidance Associates.

The Search for Black Identity: Proud Heritage From West Africa. Guidance Associates.

Sedatives. Guidance Associates.

Somebody's Cheating. Guidance Associates.

Special Report: The People Problem. Guidance Associates.

Stimulants. Guidance Associates.

Venereal Disease. Guidance Associates.

The Welfare Dilemma. Guidance Associates.

Your Library. Library Filmstrip Center.

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MATERIALS GIVEN TO PARTICIPANTS

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Cataloging Non-Book Media. Oklahoma City Public Schools.

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Educational Specifications for Barton County Community Junior College, Great Bend, Kansas, June 15, 1966.

General Criteria for Non-Book Materials.

Objectives of a School Media Education Program.

Occupational Definitions.

Patron Manual for the Media Center, Barton County Community Junior College, Great Bend, Kansas.

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Shelving Blueprints. Blueprints for moveable shelving supplied by the USD # 259, Wichita, Kansas.

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